



Stafford Heights State School Curriculum Overview Term 1, 2021—Year 2A

Maths

Students develop understandings of:

Number and place value — count collections in groups of ten; represent two-digit numbers; read and write two-digit numbers; connect two-digit number representations; partition two-digit numbers; use the twos, fives and tens counting sequence; investigate twos, fives and tens number sequences; represent addition and subtraction; use part-part-whole relationships to solve problems; connect part-part-whole understanding to number facts; recall addition number facts; add strings of single-digit numbers; add two-digit numbers; represent multiplication and division; solve simple multiplication and division problems

Using units of measurement — order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units

Chance — identify everyday events that involve chance; describe chance outcomes; describe events as likely, unlikely, certain, impossible

Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.

English

Reading, writing and performing poetry

Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.

The Arts

Visual Arts -What are you thinking?

This semester, students explore how changes in facial features, style and form communicate emotion in portraiture.

Drama- Poetry alive

Students will make and respond to drama by exploring ways that ideas in poetry can be a stimulus for dramatic action. They will create and perform drama with growing understanding of elements of drama such as: role, situation and focus. Students will participate in a variety of drama games, practice improvisation, learn to identify elements of drama and explain where and why there is drama.

Music—I beat my Drum

Students will explore the rhythmic nature of words through speech and develop their feeling for beat through chanting and playing rhythmically. Beginning with the chant 'When I Get Mad I Beat My Drum', students then explore expressing a variety of emotions through chanting and playing rhythms. They will imitate and experiment making their own music using voice and percussion. Students will sing, move and respond to a variety of styles of music, considering how emotion relates to music.

Science

Mix, make and use

Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life.

Health and Physical Education

My classroom is healthy, safe and fun

Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others' healthy and safe in and outside their classroom.

Swim: Tadpole tales

In this context, students develop aquatic skills and swimming strokes. Students perform aquatic skills in a sequence that incorporates the elements of movement.

Technologies

Design and Technology—Spin it!

This semester, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use.

HASS

Present connections to places

Inquiry questions:

How are people connected to their place and other places?

In this unit, students:

- draw on representations of the world as geographical divisions and the location of Australia
- recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another
- identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale
- understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility

Languages

Family Outings

Students use language to describe types of transport used when going on an outing. They name, recognise and write different places to visit and types of transport. Students form simple sentences using correct vocabulary.