Unit 2 - History Year 2 (V3.0) - Exploring my local community

In this unit students will investigate the following questions:
- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?

In this unit, students identify and explore a site of historical significance in the local community and describe what the site reveals about the past and its importance today.

The content provides opportunities to develop historical understandings through the key concepts of continuity and change, perspectives, empathy and significance.

It will also develop student capacity to pose questions about the past and use sources provided to answer these questions, and to use the information gathered to develop a narrative about the past.

Teaching Sequence Summary
- Setting the scene
- Investigating the evidence
- Making connections
- Drawing conclusions

Assessment Summary
- Assignment/Project - Research: Exploring my local community

-- Assessment task — Dancing characters and a Shape Dance, Collection of work

Task: To respond to, perform and choreograph dance that represents a character.

Instructions
Part A: Responding
Respond to dance they make, perform and view.

Part B: Making — Performing
Perform a dance that represents nursery rhyme characters.

Part C: Making — Choreographing
Choreograph a dance to represent a character for an audience.

School Wide Positive Behaviour Lessons and
Unit 3 - Health (V4.0) - Stay safe

Students will explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing. This unit will include lessons and activities from the Daniel Morcombe Child Safety Curriculum: Years Prep-2.

Teaching Sequence Summary
- Assessment Summary Collection of Work - Stay safe

- Help me stay safe –
  - Key ideas — My personal responsibility
  - My safety in the community

- Feelings and responses –
  - Key ideas — Safety clues
    - My body clues
  - My emotional responses
    - Promoting my health, safety and wellbeing

General reminders –
Monday – Library and Parade
Tuesday – Music
Wednesday – return homework
Thursday – Homework comes home, banking day if your child participates
Friday – PE(swimming) and Tuckshop

Come to school in your swimming clothes – we will leave school at 9:20, swimming 9:30-10 then returning to school at 10:10. We will get changed when we return back to school.

Please ensure your child has all of their learning resources ready to go from the start of the term. They may need 2 lined books to use for a variety of subjects to get them through to the end of the year. Pencils – pencils – pencils – we can never have enough.
In this unit, students explore a variety of stories in picture books to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.

**Teaching Sequence Summary**
- Elements of narratives
- Plot and characterisation
- Representation in narratives
- Analysis of plot and characterisation
- Construction of an imaginative narrative event

**Assessment task: Reading comprehension**
Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.

**Assessment task: Create a digital multimodal text**
Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text. Students draw on personal experience, their imagination and information they have learned to write, and create a multimodal imaginative event to add to a familiar story.

**Unit 7 - Exploring plot and characterisation in stories**
In this unit, students explore a variety of stories in picture books to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.

**Teaching Sequence Summary**
- Elements of narratives
- Plot and characterisation
- Representation in narratives
- Analysis of plot and characterisation
- Construction of an imaginative narrative event

**Assessment task: Reading comprehension**
Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.

**Assessment task: Create a digital multimodal text**
Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text. Students draw on personal experience, their imagination and information they have learned to write, and create a multimodal imaginative event to add to a familiar story.

**Unit 8 - Exploring narrative texts v3.0**
In this unit, students read, view and listen to a range of stories from other cultures. They create a written retell of an event in the life of a person or character from one of the stories studied and then present a performance of the retell to an audience of peers.

**Teaching Sequence Summary**
- Exploration of events to retell
- Events retold in a narrative
- Comparison of retells
- Performance retell and Creation of a multimodal retell

**Assessment task: Write a first person retell from the perspective of a character from one of the books Eric or Zen shorts. Retell to an audience in the role of the character.**

**Assessment task: Reading comprehension — comparing narrative texts**

**Unit 7 - Mathematics Yr 2 (V5.0)**

**Data representation and interpretation** - Can the student:
- Identify everyday patterns?
- Ask questions to collect data?
- Collect data?
- Collect data in different ways?
- Display data using a list, table or picture graph?
- Identify the information in a data display?

**Chance** - Can the student:
- Use the language of chance to make predictions?
- Justify predictions based on data displays?

**Assessment purpose** - To describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.

**Shape** - Can the student:
- Identify and describe polygons?
- Draw polygons with and without digital drawing tools?
- Draw shapes with curved lines, with and without digital drawing tools?
- Distinguish between circles and non-circles?
- Draw shapes with curved lines (Monitoring opportunity)
- Identify similarities and differences between shapes?
- Draw familiar two-dimensional shapes with and without the aid of digital technology?
- Recall the names of familiar three-dimensional objects?
- Identify and describe the geometric features of familiar three-dimensional objects?
- Describe and label the surfaces, faces, edges and corners of three-dimensional objects?
- Identify familiar three-dimensional objects in the environment?
- Identify similarities and differences between three dimensional objects?

**Assessment purpose** - To draw two-dimensional shapes and recognise the features of three-dimensional objects.

**Number and place value** - Can the student:
- Use an efficient strategy to recall addition number facts that bridge ten?
- Describe personal strategies to recall subtraction facts that bridge ten?
- Use efficient strategies to recall addition and subtraction number facts?
- Describe and represent addition and subtraction facts in part-part-whole terms?
- Explain the connection between addition and subtraction?
- Rearrange numbers to make addition more efficient?
- Explain that rearranging the numbers in addition will not change the sum?
- Use efficient mental strategies to add and subtract single-digit numbers to/from two-digit numbers?
- Represent the compensate strategy with informal recording methods?
- Identify whole and 'part' values in word problems?
- Represent word problems using number sentences?
- Use an efficient mental computation strategy to solve two-digit addition and subtraction problems?

**Using units of measurement** - Can the student:
- Use comparative language to describe mass?
- Directly compare the mass of objects by clicking, pushing or pulling?
- Compare and order the masses of objects?
- Choose and use a suitable, uniform informal unit to measure an object's mass?
- Compare and order the masses of objects using indirect comparison?
- Choose an appropriate uniform unit for measuring?
- Describe measurement outcomes using appropriate language?

**Unit 4 - Science - Save planet Earth**
In this unit, students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. Students develop a science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students will learn about Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.

**Teaching Sequence Summary**
- Earth's resources
- Using and conserving Earth's resources
- Explaining conservation of Earth's resources
- Sustainability

**Assessment Summary**

**Monitoring - Earth's resources: resources from the ground**
Monitor how well students:
- Identify resources from the ground as one of Earth's resources
- Identify how resources from the ground are used
- Sort uses according to importance and justify order
- Describe why resources from the ground need to be conserved
- Identify actions that could be taken to conserve resources from the ground
- Choose and justify which conservation action is the most useful.

**Monitoring - Earth's resources: Soil**
Monitor how well students:
- Identify soil as one of Earth's resources
- Identify how soil is used
- Sort uses according to importance and justify order
- Describe why soil needs to be conserved
- Identify actions that could be taken to conserve soil
- Choose and justify which conservation action is the most useful.

**Monitoring - Earth's resources: Water at home**
Monitor how well students:
- Identify water as one of Earth's resources
- Identify how water is used at home
- Sort uses according to importance and justify order
- Describe why water needs to be conserved
- Identify actions that could be taken to conserve water at home
- Choose and justify which conservation action is the most useful.

**Monitoring - Monitoring use of measurement**
Monitor how well students:
- Use informal measurement to make and record observations
- Use informal measurement to make and record observations when they:_ measure plant growth in the soil experiment:_ measure how much water is wasted from a dripping tap

**Report - Earth's resources**
Assessment Description: To identify different uses of one of Earth's resources and describe ways to conserve it. To use measurements to make observations.