



## Year 2 Term 1 Curriculum Overview

<b>General</b> Developing independence and having a go with confidence Organisation Group work skills									
<b>English</b>				<b>Mathematics</b>					
<b>Speaking</b> News telling Presentation behaviours Group discussions Retelling stories Asking questions Vocabulary development <b>Listening</b> Instructional listening Active listening Audience listening <b>Phonemic Awareness</b> Hearing sounds Blending Syllabification Rhyming Phoneme manipulation <b>Phonemes</b> Diagraphs <b>Grammar</b> Nouns and verbs Adjectives, adverbs		<b>Phonics</b> Sound/symbol relationship <b>Concepts of Print</b> <b>Reading</b> Text features <b>Reading Behaviours</b> Sounding out Re-reading Reading on Fluency Chunking Self-correcting <b>Viewing</b> Visual Literacy; colour, shape <b>Comprehension Strategies</b> Text to self-connections Sequencing Activate prior knowledge Identifying detail Predicting <b>Text Types</b> Imaginative & informative Language features		<b>Spelling</b> Soundwaves phonics Diagraph Segmenting <b>Writing &amp; Creating</b> Recounts Journal writing Narratives <b>Handwriting</b> Letter size Uniformity Legibility Upper and lowercase formation Using dotted thirds <b>Punctuation</b> Capital letters Full stops, commas for lists, Exclamation marks Question marks Direct speech marks Paragraph spacing		<b>Number</b> Recognise, model, represent and order numbers to 1000 Skip counting in 2's,3's,5's & 10's Place value to 1000 Number lines Expanded notation Odd and even numbers <b>Number Operations</b> Addition Subtraction Halving <b>Mental Computation Strategies</b> Friends of 10 and 20 Friendly numbers Subtilising Adding and subtraction 0 and 10 Counting on from highest number		<b>Problem Solving Strategies</b> Collect, check and classify data Recognizing the usefulness of tally marks <b>Measurement</b> Seasons and months of the year Using a calendar Length Area Volume Capacity Telling the time (hour and half hour) <b>Geometry</b> 2D shape Symmetry	
<b>Health and Physical Education</b>		<b>HASS Humanities and Social Sciences</b>		<b>Technologies</b>		<b>The Arts</b>			
<b>Health</b>	<b>Physical</b>	<b>Science</b>		<b>Italian</b>	<b>Design</b>	<b>Digital</b>	<b>Music</b>	<b>Visual Art</b>	
PERMA Protective Behaviours Bounce Back Emotions/ friendships Growth/ fixed mindset Bullying/ friendship	Cooperation games Fundamental Movement Skills Object Control Skills Hand/Eye Coordination	<b>History</b> Celebrations Self ,Timelines Aboriginal culture. Changes to Communication, Toys, Transport		<b>Chemical Sciences</b> Making Mixtures  <b>Inquiry Skills</b> Questioning Predicting	Greetings and terms of address  Expressing how you feel, personal information, favourite colour	Engineering principles and systems  Not taught until Semester 1	<b>Elements of music</b> (rhythm, tempo, pitch, dynamics, form, timbre and texture) <b>Composition &amp; recording of musical ideas</b> (Exploring & experimenting with the elements of music) <b>Performance skills &amp; audience behaviour Responses to music</b>	Experimenting with and identifying the elements of Line, Colour (analogous colours) Shape, Texture, Space (overlapping) Explore different materials, media and technologies Study different artists, styles and cultures Self-Reflection Artist Response	