



**KENMORE SOUTH
STATE SCHOOL
Year 2 Overview Term 3**

Unit Overview		Assessment
ENGLISH	<p>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.</p>	<p>Innovation of a poem <i>Imaginative response – oral</i> Students create and present an innovation of a known poem to a familiar audience.</p>
MATHS	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value - count to and from 1 000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems and count large collections. • Fractions - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems. • Location and transformation - describe the effect of one-step transformations, including turns, flips and slides, identify turns, flips and slides in real-world situations. • Money and financial mathematics - count collections of coins and notes, make and compare money amounts, read and write money amounts. • Using units of measurement - compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars and explore seasons and calendars. 	<p>Counting, multiplying and dividing <i>Short answer questions</i> Students count, model and represent numbers to and from 1000, represent multiplication by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems.</p> <p>Ordering shapes and objects using informal units <i>Short answer questions</i> Students measure, compare and order several objects using uniform informal units</p> <p>Using a calendar to identify dates, months and seasons <i>Exam/Test</i> Students use a calendar to identify dates, months and seasons.</p>
SCIENCE	<p>Toy factory Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>	<p>Designing a toy <i>Experimental investigation</i> Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.</p>
HASS	<p>Impacts of technology over time students will explore the following inquiry question:</p> <ul style="list-style-type: none"> • How have changes in technology shaped our daily life? <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> • investigate continuity and change in technology used in the home, e.g. in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations • use information gathered for an investigation to develop a narrative about the past. 	<p>Impacts of technology over time <i>Inquiry</i> Students conduct an inquiry to answer the question: <i>How and why have changes in road transport affected the lives of people over time?</i></p>
HPE	<p>Message targets Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.</p>	<p>Students examine health messages and describe how to keep themselves and others healthy and physically active.</p>
MUSIC	<p>Students learn to relate a crotchet with ta, a quaver with ti, a semiquaver with a tika-tika. Students can clap, say and write rhythms from visual representations, clapped rhythms and spoken rhythm. They then compose 2 bars of music and play it on an un-tuned percussion instrument. They will also learn to play a nursery rhyme on the glockenspiel and perform it for the class. Student will then reflect on their performance and explain where and why people make music.</p>	<p>Assessment will gather evidence of students ability to:</p> <ul style="list-style-type: none"> • play a given nursery rhyme and perform it for the class. • learn different rhythms and use those rhythms to compose 2 bars of music. They then perform their composition for the class. • reflect on their com,position performance and answer the question where and why do people make music?