



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

	Unit Overview	Assessment
ENGLISH H	<p>Exploring characters Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p>	<p>Expressing a preference for a character <i>Informative response – written</i> Students compare characters in two versions of the same story and express a preference for a character.</p>
MATHS	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count to and from 1000, 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 and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems. Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts. Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars. Location and transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations. Using units of measurement — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units. 	<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>Identifying number patterns and telling time to the quarter hour <i>Exam/Test</i> Students describe number patterns, identify missing elements and tell time to the quarter hour.</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>Present connections to places Inquiry questions: How are people connected to their place and other places? In this unit, students:</p> <ul style="list-style-type: none"> 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 represent connections between places by constructing maps and using symbols examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections respond with ideas about why significant places should be preserved and how people can act to preserve them. 	<p>To explore the location and significant features of places and consider how people are connected to these and why they should be preserved. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise that places can be described at different scales, and that the world can be divided into major geographical divisions identify the features that define places and represent the location of places and their features on plans and labelled maps sort, record and interpret geographical information and data to draw conclusions about how people are connected to places reflect on their learning to suggest reasons why an important site should be preserved, and how it can be preserved.
HPE	<p>Stay safe Students 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. Students:</p> <ul style="list-style-type: none"> understand their personal responsibility in staying safe understand how to stay safe in the wider community recognise the clues that can be used to recognise safe and unsafe situations understand the emotions they feel in response to safe and unsafe situations identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary examine sun safe strategies to promote their own health, safety and wellbeing. 	<p>Collection of work Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. Students view information about safe behaviours and be given scenarios to role play safe behaviours The assessment will gather evidence of the student's ability to: describe changes that occur as they grow older identify how emotional responses impact on others' feelings select and apply strategies to keep themselves healthy safe and bale to ask for help with a task or problems.</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?