



# Year 2 - Term 1 2026

## Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
<b>English</b>	<i>Class Teacher</i>	<p>Students engage with a range of imaginative texts which use language in different ways to present characters and settings.</p> <p>Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry.</p> <p>Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to learning and texts. They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts.</p>
	<b>Assessment tasks and weeks administered</b>	<p><b>Assessment task:</b> To share ideas and express an opinion about a familiar character and their traits.</p> <p><b>Weeks:</b> 7 and 8</p>
<b>Mathematics</b>	<i>Class Teacher</i>	<p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>• use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems</li> <li>• locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways</li> <li>• build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models.</li> <li>•</li> </ul>
	<b>Assessment tasks and week administered</b>	<p><b>Assessment task1:</b> To locate and identify positions of features on a map. To move positions by following directions and pathways on a grid.</p> <p><b>Assessment task 2:</b> To use a range of methods to collect, record, represent and interpret categorical data in response to questions.</p> <p>Weeks: 6 - 9</p>
<b>Science</b>	<i>Class Teacher</i>	<p>Students manipulate materials, exploring effects of different actions. They build on their understanding of properties of materials, describing those that stay the same when a material is physically changed.</p> <p>Students investigate physically changing materials to suit purposes. Through guided discussion, students begin to engage with procedures for safe tests and fair ways to measure something.</p>
	<b>Assessment tasks and week administered</b>	<p>To safely and fairly investigate ways to physically change materials to build a strong bridge. To make and compare observations, with guidance.</p>

		<b>Week administered:</b> Weeks 7 - 9
<b>Humanities &amp; Social Sciences</b>	<i>Class Teacher</i>	<p><b>Unit: My Changing Life</b></p> <p>In this unit students will explore the following inquiry question: <i>How has my family and daily life changed over time?</i></p> <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> <li>• explore family structures and the roles of family members over time</li> <li>• recognise events that happened in the past may be memorable or have personal significance</li> <li>• identify and describe important dates and changes in their own lives</li> <li>• compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li> <li>• respond to questions about the recent past</li> <li>• sequence and describe events of personal significance using terms to describe the passing of time</li> <li>• examine sources, such as images, objects and family stories, that have personal significance</li> <li>• share stories about the past.</li> </ul>
	<b>Assessment tasks and week administered</b>	<p><b>Assessment Task:</b> Collection of work <b>Weeks:</b> Ongoing throughout the semester</p>
<b>Health and Physical Education</b>	<i>Specialist Teacher</i>	<p><b>Health: <i>My spaces are healthy and safe</i></b> Students will investigate...</p> <ul style="list-style-type: none"> <li>• the concepts of what health and safety means</li> <li>• safety in the classroom, playground, water, at the beach and at home</li> <li>• opportunities in their environment where healthy and safe practices can be implemented</li> <li>• actions that they can apply to keep themselves and others healthy and safe in various situations</li> </ul> <p><b>Physical Education: <i>Ropes and rhymes</i></b> Students will perform...</p> <ul style="list-style-type: none"> <li>• fundamental movement skills of jumping and hopping</li> <li>• long-rope skipping sequences to rhymes</li> </ul>
	<b>Assessment tasks and week administered</b>	<p><b>Assessment Task:</b> Health (Collection of Work) <b>Weeks:</b> 7, 8 &amp; 9</p> <p><b>Assessment Task:</b> PE (Practical) <b>Weeks:</b> 7 - 10</p>
<b>The Arts</b> <i>Strand: Music</i>	<i>Specialist Teacher</i>	<p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• create a song with lyrics and stick notations.</li> <li>• perform their composition on untuned percussion instruments.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task:</b> Composition and Performance <b>Weeks:</b> 8 &amp; 9</p>
<b>The Arts</b> <i>Strand: Drama</i>	<i>Specialist Teacher</i>	<p>In this unit, students explore the local community and imagined places as stimulus for drama. Students use voice, facial expression, and body movement to establish and communicate their character role, emotions, and situation.</p>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment task:</b> Students will work individually and in groups to make and respond to drama on the topic of community. <b>Technique:</b> Collection of work <b>Weeks:</b> 7-9</p>

