



# Year 2 - Term 2 2026

## Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
<b>English</b>	<i>Class Teacher</i>	<p>Students are learning about:</p> <ul style="list-style-type: none"> <li>• reading informative and imaginative texts on familiar topics</li> <li>• using decodable texts and picture books to build reading skills</li> <li>• identifying features of informative texts and narrative texts</li> <li>• comparing how different texts are organised and presented</li> <li>• writing simple and compound sentences using correct punctuation</li> <li>• using topic vocabulary and spelling familiar one- and two-syllable words correctly</li> <li>• creating informative texts about familiar topics</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task 1:</b> To create a written and multimodal informative text.</p> <p><b>Assessment 2 :</b> To read, view and comprehend a simple informative text and explore how a similar topic is presented in an imaginative text.</p> <p><b>Week: 7</b></p>
<b>Mathematics</b>	<i>Class Teacher</i>	<p>Students are learning about:</p> <ul style="list-style-type: none"> <li>• using mathematical language to explain thinking and solve problems</li> <li>• representing, partitioning and combining numbers using hands-on materials</li> <li>• understanding the relationship between addition and subtraction using part-part-whole thinking</li> <li>• solving practical maths problems using different strategies and mathematical modelling</li> <li>• using known addition and subtraction facts to solve word problems and number stories</li> <li>• measuring and comparing the duration of events using uniform units</li> <li>• reading time on an analogue clock to the hour, half hour and quarter hour</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task 1:</b> To partition, rearrange, regroup and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money.</p> <p><b>Assessment Task 2:</b> To read time to the hour, half hour and quarter hour on an analog clock and use a calendar to determine the number of days between events.</p> <p><b>Weeks: By week 8</b></p>
<b>Science</b>	<i>Class Teacher</i>	<p><b>Earth and Space Sciences</b></p> <p>Students begin to recognise Earth as a planet within a larger celestial system as they view images of Earth in space, engage with different types of models of the solar system and identify celestial objects, including sun, moon and stars. They record the changing positions of the</p>

		moon, sun and other stars, appreciating that these patterns can only be observed over extended periods of time, and some events in the sky are only visible during the day and others during the night.
	<b>Assessment Tasks and week administered</b>	<b>Assessment Task:</b> To identify and describe celestial objects and predictable patterns in the sky. <b>Weeks: By week 7</b>
<b>Humanities &amp; Social Sciences</b>	<i>Class Teacher</i>	Students will interview an older person about what school was like in the past. They will compare different aspects of schooling then and now and respond to questions about school life today.
	<b>Assessment Tasks and week administered</b>	<b>Assessment Task:</b> To identify how school has changed or stayed the same over time. <b>Throughout the term by week 7</b>
<b>Health and Physical Education</b>	<i>Specialist Teacher</i>	<b>Health: My Identity, Star Qualities and Superpowers</b> Students are learning to: <ul style="list-style-type: none"> <li>• identify personal qualities that make them unique</li> <li>• compare their own and others' strengths and achievements</li> <li>• create an identity mind map</li> </ul> <b>Physical Education: Catch Me If You Can!</b> Students are learning to: <ul style="list-style-type: none"> <li>• develop the fundamental movement skills of dodging and running</li> <li>• test alternatives to evade others and objects in tagging games</li> <li>• explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games</li> </ul>
	<b>Assessment Tasks and week administered</b>	<b>Assessment Task:</b> Health (Collection of Work) <b>Weeks:</b> 7-8 <b>Assessment Task:</b> PE (Practical) <b>Weeks:</b> 6 - 8
<b>The Arts</b> <i>Strand: Music</i>	<i>Specialist Teacher</i>	Students are learning to: <ul style="list-style-type: none"> <li>• perform known songs in tune with solfege hand-sign</li> <li>• identify and label solfege on the Music staff</li> <li>• write correct solfege for known songs</li> </ul>
	<b>Assessment Tasks and week administered</b>	<b>Assessment Task:</b> Collective of work and Performance <b>Weeks:</b> 6-8
<b>The Arts</b> <i>Strand: Visual Arts</i>	<i>Specialist Teacher</i>	Students will explore the representation of emotions in portraiture through experimentation with a range of materials and processes.
	<b>Assessment Tasks and week administered</b>	<b>Assessment Task:</b> What Are You Thinking? (collection of work) <b>Weeks:</b> 1-8