



Year 2 - Term 3 2026

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	<i>Class Teacher</i>	Students engage with a range of imaginative and informative texts that contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Through texts, students explore how information is presented in different types of texts to suit their purpose and audience, and explore how persuasive language is used to express opinions about texts and topics. Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.
	Assessment Tasks and week administered	Assessment Task: To create a spoken text to express a preference for a place or setting to peers. Weeks: 8 - 9
Mathematics	<i>Class Teacher</i>	• As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: • identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of time • build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths) • compare and classify shapes, describing features using formal spatial terms • use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass • use and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • recognise that mathematics can be used to investigate curious things, to solve practical problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language

	Assessment Tasks and week administered	Assessment Task: Assessment task 3.1 Number and mathematical modelling Purpose: To use mathematical modelling to solve practical multiplicative problems. Assessment task 3.2 Measurement and Space Purpose: To identify and represent halves, quarters and eighths. To compare and classify shapes. To measure and compare length, mass and capacity of shapes and objects. Weeks: Throughout the term
Science	<i>Class Teacher</i>	Students suggest and follow safe procedures to produce a variety of sounds using objects and actions, drawing connections between sound energy and vibration. They compare their observations of sounds with those of others to consider if we all sense sound in the same way. As they explore the effect of sound energy on objects, students develop their skills in using materials and equipment and making informal measurements. They engage with ways of presenting their findings using digital tools, such as sound recording or graphing and data apps, and build vocabulary for describing sound, such as loudness and pitch.
	Assessment Tasks and week administered	Assessment Task: To investigate how sound can be produced in different ways and how sound energy makes objects vibrate. Weeks: Throughout the term
Humanities & Social Sciences	<i>Class Teacher</i>	Students are learning to interpret a drawing of a place to: • identify and describe the features of places and their location at a local scale • draw conclusions about how it has changed and how to care for it. • collect and sort data • draw a labelled map based on observations • reflect on how to how to care for and improve a local place.
	Assessment Tasks and week administered	Assessment Task: To investigate features of a place at a local scale. Throughout the semester
Health and Physical Education	<i>Specialist Teacher</i>	Health: Health Detectives Students are learning to: • identify the purpose of advertising and techniques used to engage and persuade children • recognise health messages in food advertising and how they can be used to make good decisions about food choices Physical Education: What's Your Target? Students will: • demonstrate fundamental movement skills (throwing, kicking, catching, hitting) • test alternatives to solve movement challenges to reach their targets
	Assessment Tasks and week administered	Assessment Task: Health (Collection of Work) Weeks: 8 and 9 Assessment Task: PE (Practical) Weeks: 7 - 10
The Arts <i>Strand: Music</i>	<i>Specialist Teacher</i>	Students are learning to: • create own melodic composition using known rhythm and solfege. • be able to write out correct stick notation and label different pitches. • perform their own composition through singing and playing on tuned percussion instrument.

	Assessment Tasks and week administered	Assessment Task: Collective of work and Performance Weeks: 7-9
Design Technology	<i>Specialist Teacher</i>	Unit 3: Design Technologies It's showtime!
	Assessment Tasks and week administered	Assessment Task: It's Showtime! Portfolio format. The design challenge is to design and build a character puppet with moving parts to use in a puppet show. Weeks: Starting from week 5 term 3, working continuously until completed in term 4.