**Year Two 2024 Curriculum & Assessment Plan Draft ENGLISH**

| **Semester One** | | | **Semester Two** | | |
| --- | --- | --- | --- | --- | --- |
| **ENGLISH 8 h/w** | | **CURRICULUM KNOWLEDGE** | **Imaginative focus: Stories – Times, Places and Feelings**  Texts: Texts: *Sumi’s first day at school ever, Miss Lily’s Fabulous Pink Feather Boa, KooKoo Kookaburra*  Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning  Discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways  Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools | **Information and Persuasive focus: Class Mascot**  Texts: *Animal reports – chosen animals*  *Model argument – Emus vs Echidnas*  Identify the purpose and audience of imaginative, informative and persuasive texts  Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words | **Genre focus: Procedures and instructions**  Texts: various recipes  Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words  Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions  Create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace | **Imaginative focus: Character reactions and feelings**  Texts: *Old Tom series*  Discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways  Identify features of literary texts, such as characters and settings, and give reasons for personal preferences  Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools | Information and Persuasive focus: Comparison and Reasoning  Texts:  *Ellie’s Dragon, The Paper Bag Princess, 2 exemplar texts (persuasive letters to Mrs Caskie)*  Discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators  Identify the purpose and audience of imaginative, informative and persuasive texts  Understand that images add to or multiply the meanings of a text  Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words | **Genre focus: Poetry and Group Performance**  Texts: various selected poems  Identify features of literary texts, such as characters and settings, and give reasons for personal preferences  Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs  Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions  Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately |
| **KNOWLEDGE APPLICATION** | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Engage and interpret stories and retells * Prepare and read whole text * Discuss themes  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write story stages (inc phases)  1. Joint Construction  * Use well written models of text * Reconstruct stages and phases of retell | **R2L Teaching Cycle: Factual/Text response**   1. Preparing and Reading  * Read and interpret literary and visual texts * Paragraph-by-paragraph reading * Make notes  1. Detailed Reading  * Recognise descriptive and evaluative language patterns from the model responses  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Use language patterns to write a new texts  1. Joint Construction  * Reconstruct models of report and text response * Write well organised reports and arguments | **R2L Teaching Cycle: Factual/ Description**   1. Preparing and Reading  * Learn field knowledge – recipes  1. Detailed Reading  * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentencs * Practise spelling and writing  1. Rewriting  * Innovate on noun groups * Write new sentences  1. Joint Construction  * Create an original recipe * Present orally with props | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Prepare and read whole texts * Discuss themes and aesthetics  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write a a new event/ setting/ character  1. Joint Construction  * Reconstruct stages and phases of stories Use well written models of stories * Publish original story | **R2L Teaching Cycle: Factural/Text Response**   1. Preparing and Reading  * Prepare and read whole text * Read and interpret themes and aesthetics in literary and visual texts * Discuss and make notes  1. Detailed Reading  * Recognise descriptive and evaluative language patterns using key paragraphs and images from the model response * Highlight key content from the text and images  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use language patterns to write a new text, fousing on themes and aesthetics  1. Joint Construction  * Describe images and argue for best fit | **R2L Teaching Cycle: Factual (description)**   1. Preparing and Reading  * Explore structures, moods and themes  1. Detailed Reading  * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to highlight poetic effect * Practise spelling and writing  1. Rewriting  * Make notes – annotate script for performance  1. Joint Construction   Reconstruct stages and phases in group performance |
| **ASSESSMENT** | **Summative assessment:**   * Reading comprehension – story elements * Written - Innovation on the story pattern | **Summative assessment:**   * Written - scientific report with labelled diagram * Written – exposition focused on evaluative words | **Summative assessment:**   * Spoken multimodal presentation – original recipe * Checklist to be developed – monitoring | **Summative assessment:**   * Multi-modal/ Writing task:   Write an imaginative narrative based on a familiar character | **Summative assessment:**   * Reading comprehension * Written - report on the plot, appearance and feelings of a character * Written – persuasive letter (advice with reasons) | **Formative assessment:**   * Spoken - Group poetry presentation Checklist to be developed – monitoring |
|  | **School moderation** | **Cluster Moderation** | **School moderation** | **School Moderation** | Cluster moderation | **School moderation** |
|  | **ACHIEVEMENT STANDARD** | | By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.  They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns. | | | By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.  They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns. | | |

**MATHEMATICS**

| **TERM 1** | | **TERM 2** | | **TERM 3** | | **TERM 4** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **KA** | **COUNTING CAPERS** | **IN THE TOYSHOP WINDOW: PURCHASE** | **UNDERSTANDING TIME: SCHEDULE IMPORTANT DATES ON THE CALENDAR** | **ADDING AND SUBTRACTING NUMBERS** | **COMPARE THEM!** | **SECRET NUMBER** | | **REPRESENTING CHANCE AND DATA** | **WHAT MATHS IS USED TO DECORATE THE CLASSROOM?** |
| **MATHEMATICS 5h/w** | **CURRICULUM KNOWLEDGE** | **Unit 1**  **Using units of measurement** - order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units.  **Number and place value** - count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, representing addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole  whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems.  **Data representation and interpretation** - Collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.  **Chance -** Identify everyday events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. | | **Unit 2**  **Shape** - recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.  **Number and place value** - represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.  **Patterns and algebra** - identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.  **Fractions and decimals** - represent halves, quarters and eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.  **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.  **Location and transformation** - interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest.  **Money and financial mathematics** - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 and $10 notes, count small collections of coins and notes. | | **Unit 3**  **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, count large collections.  **Fractions** - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.  **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 single-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. | | | **Unit 4**  **Data representation and interpretation** –  Use data to answer questions, represent data.  **Chance** - explore the language of chance, make predictions based on data displays.  **Shape –** draw two-dimensional shapes, draw two-dimensional shapes with straight sides and curved lines, describe two-dimensional shapes, describe three-dimensional objects.  **Number and place value** - recall addition and subtraction number facts, identify related addition and subtraction facts, add and subtract with single, 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division.  **Using units of measurement -** directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour.  **Location and transformation** - identify half and quarter turns, represent flips and slides, interpret simple maps.  **Fractions and decimals** - identify halves, quarter and eights of shapes and collections. | |
| **SKILL DEVELOPMENT** | * Days of the week * Counting 2s, 5s, 10s * Months of the year * Number facts * Operations * Number patterns |  | * 2D and 3D shapes * Measurement * Two-digit numbers * Counting in 3s * Money * Number facts * Operations * Time Number facts * Operations * Seasons |  | * Counting in 5s * Fractions – wholes/ halves * Counting in 1s, 2s, 10s * Measurement * Money * Seasons * Number facts * Operations * 2D shapes * Chance |  | | * NAPLAN preparation * Chance * Addition facts * Measurement * Data * Shape -3D shapes * Number facts * Operations * Fractions ½, ¼, 1/8 |  |
| **ACHIEVEMNET STANDARDS** | Students interpret simple maps of familiar locations. Students make sense of collected information. They perform simple addition and subtraction calculations using a range of strategies. Students collect [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) from relevant questions to create lists, tables and [picture graphs](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Picture%20graphs). | | Students associate collections of Australian coins with their value. Students identify the missing element in a number sequence. They interpret simple maps of familiar locations. They perform simple addition and subtraction calculations using a range of strategies. They tell time to the quarter hour. | | By the end of Year 2, they represent multiplication by grouping into sets. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They use a calendar to identify the date and the months included in seasons. | | | By the end of Year 2, Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information. They draw two- dimensional shapes. They describe outcomes for everyday events. Students collect [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) from relevant questions to create lists, tables and [picture graphs](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Picture%20graphs). | |
| **ASSESSMENT** | **Formative assessment**   * Monitoring tasks- Counting | **Summative assessment**   * Describing outcomes of everyday events * Adding and subtracting numbers * Short answer questions   **AT: Counting and calculating -** Students count to and from 1000 and perform addition and subtraction problems using a range of strategies.  **AT: In the toyshop window -** Students collect, represent and describe simple, single-variant data.  **AT: Chance mathematical guided inquiry** *(optional)* **-** Students use simple strategies to reason and solve a chance inquiry question. | **Summative assessment:**   * Identifying and describing patterns * Understanding time. | **Formative assessment:**   * Interpreting simple maps of familiar locations * Adding and subtracting numbers * Chance and location   **AT: Additive number patterns and time** Students recognise and continue describe additive number patterns. They tell time to the quarter hour.  **AT: Money and additive concepts** – Students associate collections of Australian notes and coins with their values. To solve simple addition and subtraction problems using a range of strategies.  **AT: Location mathematical guided inquiry** *(optional)*  Students use simple strategies to reason and solve a location inquiry question. | **Formative assessment**   * Compare - Order * Short answer questions | **Summative assessment**   * Strategies for counting large * Short answer questions * Money and calendars   **AT: Count, multiply and divide**  Students count to and from 1000, represent multiplication by grouping into sets and divide collections and shapes into halves, quarters and eighths.  **AT: Compare them! Order them!**  Students measure, compare and order several objects using uniform informal units.  **AT: Seasons and calendars -** Students use a calendar to identify dates and the months included in seasons.  **AT: Number mathematical guided inquiry** *(optional)*  Students use simple strategies to reason and solve a number inquiry question. | | **Summative assessment:**   * Representing data and chance * Short answer questions * Solving number problems | **Formative assessment**   * Times, flips and slides * Short answer questions * Location and transformation   **AT: Representing data and chance**  Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.  **AT: Shapes, objects and transformations**  Students draw two-dimensional shapes, recognise the features of three-dinensional objects and explain the effects of one-step transformations.  **AT: Number and location mathematical guided inquiry** *(optional)*  Students use strategies to reason and solve a number and location inquiry question. |

**Junior Years – STEM- Rotation B**

| Term 1 | **Term 2** | **Term 3** | **Term 4** |
| --- | --- | --- | --- |
| **STEM 1.5 h/w** | **Science**  **SCIENCE**  **Curriculum Knowledge** | **Change Detectives- How do you detect a physical change?** | **Design and Technologies - The Elves and the Baker**  **Engineering principles and systems** | **How do we make sense of daily and seasonal changes around us?** | **What gets a computer to work?**  **Digital Technologies- Computers - Handy helpers** | |
| Students investigate the physical changes of materials and how properties change when materials stretch, bend, twist, heat or cool. Students predict how  materials will vary and whether they can be returned to their original state. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. | Students explore how technologies use forces to create movement in products. They will design and make a simple machine to solve a problem to help the Elves and the baker.  Students apply processes and production skills. | Students will appreciate that Earth is a planet in space and identify other celestial objects. They continue to build their understanding of patterns by observing and exploring daily and seasonal events to discover that some patterns, such as the changing positions of the sun, moon and stars, can only be observed over certain timescales. They come to understand that changes to events can be large or small and happen quickly or slowly. | Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning | |
| **Assessment** | Tasks and activities for this unit will cover th following assessment criteria  **Chemical Science-** identify ways to change materials without changing their material composition. They describe how people (and themselves) use science in their daily lives and how people use patterns to make scientific predictions.  **Science Inquiry**- pose questions to explore observations and patterns to make predictions based on experiences. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns in data, to identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas. | Tasks and activities for this unit will cover the following assessment criteria  **Physical Science-** describe how different pushes and pulls change the motion and shape of objects, demonstrating how different sounds can be produced and describe the effect of sound energy on objects.  **Design and Technologies** –describe the features and uses of technologies and create designed solutions.  **Processes and Production Skills** - select design ideas based on their personal preferences. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions. | Tasks and activities for this unit will cover the following assessment criteria  **Earth and Space Science -** . They identify celestial objects and describe patterns they observe in the sky, to examine daily and seasonal changes and describe ways these changes affect their everyday life.  They describe how people (and themselves) use science in their daily lives and how people use patterns to make scientific predictions.  **Science Inquiry -** pose questions to explore observations and patterns to make predictions based on experiences. Using provided tables and organisers to sort and order data and information and, with guidance, represent patterns in data. With guidance, they compare their observations with those of others, They use everyday and scientific vocabulary to communicate observations, findings and ideas.  Excursion- Planetarium | Tasks and activities for this unit will cover the following assessment criteria  **Digital Technologies-** how simple digital solutions meet a need for known users, to access and use digital systems for a purpose  **Processes and production Skills** - use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online. | |
| *Assessment of student learning will be gathered from completing a STEM portfolo.* | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | *Assessment of student learning will be gathered from completing a STEM portfolo.* | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | |

**Grade 1 and 2 STEM - Rotation B**

**HASS and Arts**

| **Semester 1** | **Semester 2** |
| --- | --- |
| **HUMANITIES AND SOCIAL SCIENCES 45 m/w** | **KA** | **Unit 1: My world is different from the past (A Year)**  Inquiry questions: How has technology changed overtime? How are certain sites significant for our local community and why should they be preserved? | **Unit 2: The weather affects how you live (A Year Program)**  Inquiry questions: What impact does weather have on the way we live in Brisbane? |
| **CURRICULUM KNOWLEDGE** | In this unit, students:   * identify and describe important dates and changes in familiar contexts * compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences * respond to questions about the recent past * sequence and describe events of personal significance using terms to describe the passing of time * examine sources, such as images, objects and family stories, that have personal significance * share stories about the past. | In this unit, students:   * draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops * recognise that the features of places can be natural, managed or constructed * identify and describe the natural, constructed and managed features of places * examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places * represent local places using pictorial maps and describe local places using the language of direction and location * respond to questions to find out about the features of places, the activities that occur in places and the care of places * collect and record geographical data and information, such as observations and interviews to investigate a local place * reflect on learning to respond to questions about how features of places can be cared for. |
| **ACHIEVEMNET STANDARDS** | By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time | By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time. |
| **ASSESSMENT** | Assessment task:  Stimulus activity about reading time and sources  *Research project finding and using sources to work out the significance of the ANZAC memorial at Kenmore Village and why it should be preserved.* | Assessment task:  Stimulus activies to describe features of places and weather  *Research project discovering the impact of weather on how we use this place and what we do to care for it* |

**The ARTS - Rotation B**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **THE ARTS 1h/w** | **Curriculum knowledge** | Unit 1 - Visual Arts: Elements of Art  Exploring elements of art through inquiry | Unit 2 – Dance/Drama  Improvisation and performance skills | | Unit 3 – Media Arts: Publishing  Exploring use of media to create a family portrait | Unit 4 – Visual Art: Still life (observational drawing) using tone and shading techniques  Developing an artwork using chosen elements and media |
| **Achievement standard** | **Achievement Standards: Year 1 and 2**  By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.  Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes. | **Achievement Standards: Year 1 and 2**  Students describe artworks they make and view and where and why artworks are made and presented.  Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.  Students structure movements into dance/drama sequences and use the the elements of dance and choreograghic devices to represent a story or mood. The students collaborate to make dances/dramas and perform with control, accuracy, projection and focus. | | **Achievement Standards: Years 1 and 2**  By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.  Students make and share media artworks using story principles, composition and technologies. |
| **Achievement Standards: Year 1 and 2**  By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.  Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes. |
|  | **Formative assessment – Teacher observations, work samples, checklists, worksheets**  **Summative assessment – Displayed art work** | **Formative assessment – Teacher observations, checklists**  **Summative assessment – Group performance** | **Formative assessment – Teacher observations, work samples, checklists**  **Summative assessment – Displayed art work (digital format)** | | **Formative assessment – Teacher observations, work samples, checklists**  **Summative assessment – Displayed art work** |

**HEALTH AND PHYSICAL EDUCATION**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** | |
| --- | --- | --- | --- | --- |
| **HEALTH AND PHYSICAL EDUCATION 2h/w** | **CURRICULUM KNOWLEDGE** | Swimming Unit 1  Introduction to Orienteering  Cross Country Preparation | Athletics  Introduction to Athletics  Cross Country Preparations | Gross Motor Program | | Swimming Unit 2  Foundation Life Saving  Ball Games Unit |
| **ACHIEVEMNET STANDARDS** | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. |
| **ASSESSMENT** | **Assessment:**  Observations/checklists | **Assessment:**  Observations/checklists | **Assessment:**  Observations/checklist | | **Assessment:**  Observations/checklists |
|  | **U1 - My Classroom is healthy safe and fun**   * investigate the concept of what health is and the foods and activities that make them healthy * explore opportunities in the classroom environment where healthy and safe practices can be implemented * identify the actions that they can apply to keep themselves and others healthy and safe in their classroom. | | U2 – Our culture   * explore what shapes their own, their family and classroom's identity * examine strengths and achievements in individual and groups * examine ways to include others to make them feel they belong * explore the importance of celebrating who they are and respecting each other's differences. | | |
|  | **Assessment:** Observations/checklists | | **Assessment:** Observations/checklist | | |
| **Excursion** | |  | Investigating Toys at Queensland Museum | Incursion- Bugs Ed | |  |