

Sanur Independent School

G2 Curriculum

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

Grade 2 Curriculum

English

Grade 2

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Grade 2, students communicate with peers, teachers, students from other classes, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Literary texts that support and extend Grade 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

Grade 2 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Grade 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Grade 2 Content Descriptions

Language	Literature	Literacy
<p>Language variation and change</p> <p>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)</p>	<p>Literature and context</p> <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)</p>	<p>Texts in context</p> <p>Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)</p>
<p>Language for interaction</p> <p>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)</p>	<p>Responding to literature</p> <p>Compare opinions about characters, events and settings in and between texts (ACELT1589)</p> <p>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)</p>	<p>Interacting with others</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)</p> <p>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 (ACELY1789)</p> <p>Rehearse and deliver short presentations on familiar and new topics (ACELY1667)</p>
<p>Text structure and organisation</p> <p>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)</p> <p>Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)</p> <p>Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)</p> <p>Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)</p>	<p>Examining literature</p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</p> <p>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)</p>	<p>Interpreting, analysing, evaluating</p> <p>Identify the audience of imaginative, informative and persuasive texts (ACELY1668)</p> <p>Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)</p>
<p>Expressing and developing ideas</p> <p>Understand that simple connections can be made between ideas by using a</p>	<p>Creating literature</p> <p>Create events and characters using different media that develop key</p>	<p>Creating texts</p> <p>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and</p>

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<p>compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)</p> <p>Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)</p> <p>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</p> <p>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)</p> <p>Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)</p> <p>Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472)</p>	<p>events and characters from literary texts (ACELT1593)</p>	<p>language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)</p> <p>Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)</p> <p>Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)</p> <p>Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)</p>
<p>Sound and letter knowledge</p> <p>Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)</p>		

Grade 2 Curriculum

Math

Grade 2

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

Understanding includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly, identifying and describing the relationship between addition and subtraction and between multiplication and division

Fluency includes counting numbers in sequences readily, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations

Problem Solving includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape

Reasoning includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations, and creating and interpreting simple representations of data.

Grade 2 Achievement Standard

By the end of Grade 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. 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.

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 tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs

Grade 2 Content Descriptions

Number and Algebra	Measurement and Geometry	Statistics and Probability
<p>Number and place value</p> <p>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. (ACMNA026)</p> <p>Recognise, model, represent and order numbers to at least 1000 (ACMNA027)</p> <p>Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)</p> <p>Explore the connection between addition and subtraction (ACMNA029)</p> <p>Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)</p> <p>Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)</p> <p>Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)</p>	<p>Using units of measurement</p> <p>Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)</p> <p>Compare masses of objects using balance scales (ACMMG038)</p> <p>Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039)</p> <p>Name and order months and seasons (ACMMG040)</p> <p>Use a calendar to identify the date and determine the number of days in each month (ACMMG041)</p>	<p>Chance</p> <p>Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047)</p>
<p>Fractions and decimals</p> <p>Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)</p>	<p>Location and transformation</p> <p>Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)</p> <p>Investigate the effect of one-step slides and flips with and without digital technologies (ACMMG045)</p> <p>Identify and describe half and quarter turns (ACMMG046)</p>	<p>Data representation and interpretation</p> <p>Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048)</p> <p>Collect, check and classify data (ACMSP049)</p> <p>Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)</p>
<p>Money and financial mathematics</p> <p>Count and order small collections of Australian coins and notes according</p>	<p>Shape</p> <p>Describe and draw two-dimensional shapes, with and without digital</p>	

<p>to their value (ACMNA034)</p>	<p>technologies (ACMMG042)</p> <p>Describe the features of three-dimensional objects (ACMMG043)</p>	
<p>Patterns and algebra</p> <p>Describe patterns with numbers and identify missing elements (ACMNA035)</p> <p>Solve problems by using number sentences for addition or subtraction (ACMNA036)</p>		

Grade 2 Curriculum

Science

Grade2

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standards and also to the content of the *Science Understanding* strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

From Foundation to Grade 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena. In Grade 2, students describe the components of simple systems, such as stationary objects subjected to pushes or pulls, or combinations of materials, and show how objects and materials interact through direct manipulation. They observe patterns of growth and change in living things, and describe patterns and make predictions. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used. They use counting and informal measurements to make and compare observations and begin to recognise that organising these observations in tables makes it easier to show patterns

Grade 2 Achievement Standard

By the end of Grade 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.

Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others

Grade 2 Content Descriptions

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
<p>Biological sciences</p> <p>Living things grow, change and have offspring similar to themselves (ACSSU030)</p>	<p>Nature and development of science</p> <p>Science involves asking questions about, and describing changes in, objects and events (ACSHE034)</p>	<p>Questioning and predicting</p> <p>Respond to and pose questions, and make predictions about familiar objects and events (ACSIS037)</p>
<p>Chemical sciences</p> <p>Different materials can be combined, including by mixing, for a particular purpose(ACSSU031)</p>	<p>Use and influence of science</p> <p>People use science in their daily lives, including when caring for their environment and living things (ACSHE035)</p>	<p>Planning and conducting</p> <p>Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSIS038)</p> <p>Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSIS039)</p>
<p>Earth and space sciences</p> <p>Earth's resources, including water, are used in a variety of ways (ACSSU032)</p>		<p>Processing and analysing data and information</p> <p>Use a range of methods to sort information, including drawings and provided tables (ACSIS040)</p> <p>Through discussion, compare observations with predictions (ACSIS214)</p>
<p>Physical sciences</p> <p>A push or a pull affects how an object moves or changes shape (ACSSU033)</p>		<p>Evaluating</p> <p>Compare observations with those of others (ACSIS041)</p>
		<p>Communicating</p> <p>Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSIS042)</p>

Grade 2 Curriculum

Geography

Year 2

People are connected to many places

People are connected to many places further develops students' understanding of place, as they learn that places may be defined differently by diverse groups of people. Students are introduced to the concept of scale as they learn about the hierarchy of scale by which places are defined - from smaller rural villages to larger cities. Students' understanding of the concept of interconnection is developed by investigating their links with places locally and globally and the connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place. The concept of space is developed through an investigation of the influence of distance and accessibility on the frequency of visits to places. Students' mental map of the world and their understanding of place are further developed through learning the major geographical divisions on Earth and where they are located in relation to Australia.

The inquiry process provides opportunities for students to identify various regions of the world and explore connections between themselves and other places.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Grade 2 are articulated below.

- What is a place?
- How are people connected to their place and other places?
- What factors affect my connections to places?

Grade 2 Achievement Standard

By the end of Grade 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.

Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

Grade 2 Content Descriptions

Geographical Knowledge and Understanding	Geographical Inquiry and Skills
<p>The location of the major geographical divisions of the world in relation to Australia (ACHGK009)</p> <p>The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK0010)</p> <p>The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)</p> <p>The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)</p> <p>The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013)</p>	<p>Observing, questioning and planning</p> <p>Pose geographical questions about familiar and unfamiliar places (ACHGS013)</p> <p>Collecting, recording, evaluating and representing</p> <p>Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHGS014)</p> <p>Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS015)</p>
	<p>Interpreting, analysing and concluding</p> <p>Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS016)</p>
	<p>Communicating</p> <p>Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS017)</p>
	<p>Reflecting and responding</p> <p>Reflect on their learning and suggest responses to their findings (ACHGS018)</p>

Grade 2 Curriculum

History

Grade 2

The Past in the Present

The Grade 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge, and Understanding* and *Historical Skills*.

These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions**. The key inquiry questions at this year level are:

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

Grade 2 Achievement Standard

By the end of Grade 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Grade 2 Content Descriptions

Historical Knowledge and Understanding	Historical Skills
The past in the present	Chronology, terms and concepts
The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)	Sequence familiar objects and events (ACHHS047) Distinguish between the past, present and future (ACHHS048)
The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)	Historical questions and research
The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)	Pose questions about the past using sources provided (ACHHS049)
	Analysis and use of sources
	Explore a range of sources about the past (ACHHS050)
	Identify and compare features of objects from the past and present (ACHHS051)
	Perspectives and interpretations
	Explore a point of view (ACHHS052)
	Explanation and communication
	Develop a narrative about the past (ACHHS053)
	Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)

Grade 2 Curriculum

Technologies – Design and Technologies

KG to Grade 2

KG to Grade 2 Band Description

Learning in Design and Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework, revisiting, strengthening and extending these as needed.

By the end of Grade 2 students will have had the opportunity to create designed solutions at least once in each of the following technologies contexts: Engineering principles and systems; Food and fibre production and Food specialisations; and Materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments. This may occur through integrated learning.

In KG to Grade 2 students explore and investigate technologies – materials, systems, components, tools and equipment – including their purpose and how they meet personal and social needs within local settings. Students develop an understanding of how society and environmental sustainability factors influence design and technologies decisions. Students evaluate designed solutions using questions such as ‘How does it work?’, ‘What purpose does it meet?’, ‘Who will use it?’, ‘What do I like about it?’ or ‘How can it be improved?’ They begin to consider the impact of their decisions and of technologies on others and the environment including in relation to preferred futures. They reflect on their participation in a design process. This involves students developing new perspectives, and engaging in different forms of evaluating and critiquing products, services and environments based on personal preferences.

Using a range of technologies including a variety of graphical representation techniques to communicate, students draw, model and explain design ideas; label drawings; draw objects as two-dimensional images from different views; draw products and simple environments and verbalise design ideas.

They plan (with teacher support) simple steps and follow directions to complete their own or group design ideas or projects, and manage their own role within team projects. Students are aware of others around them and the need to work safely and collaboratively when making designed solutions.

KG – Grade 2 Achievement Standard

By the end of Grade 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.

With guidance students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps students demonstrate safe use of tools and equipment when producing designed solution

KG to Grade 2 Content Descriptions

Design and Technologies Knowledge and Understanding	Design and Technologies Processes and Production Skills
<p>Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)</p>	<p>Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)</p>
<p>Explore how technologies use forces to create movement in products (ACTDEK002)</p>	<p>Visualise, generate, develop and communicate design ideas through describing, drawing and modelling (ACTDEP006)</p>
<p>Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)</p>	<p>Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)</p>
<p>Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)</p>	<p>Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)</p> <p>Sequence steps for making designed solutions and working collaboratively (ACTDEP009)</p>

Grade 2 Curriculum

Technologies – Digital Technologies

KG to Grade 2

KG to Grade 2 Band Description

Learning in Digital Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

By the end of Grade 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications.

In KG – Grade 2, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning.

Students use the concept of abstraction when defining problems, to identify the most important information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices.

Students describe how information systems meet information, communication and/or recreational needs.

Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online for learning and communicating.

KG – Grade 2 Achievement Standard

By the end of Grade 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.

Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments.

KG to Grades 2 Content Descriptions

Digital Technologies Knowledge and Understanding	Digital Technologies Processes and Production Skills
<p>Identify, use and explore digital systems (hardware and software components) for a purpose (ACTDIK001)</p> <p>Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)</p>	<p>Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)</p> <hr/> <p>Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)</p> <hr/> <p>Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)</p> <hr/> <p>Work with others to create and organise ideas and information using information systems, and share these with known people in safe online environments (ACTDIP006)</p>

Grade 2 Curriculum

Health and Physical Education

Grades 1 and 2

Grades 1 and 2 Band Description

The curriculum for Grade 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision making, problem-solving and persistence through movement settings.

The focus areas to be addressed in Grades 1 and 2 include, but are not limited to:

- safe use of medicines (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships (RS)
- safety (S)
- active play and minor games (AP)
- fundamental movement skills (FMS)

rhythmic and expressive movement activities (REs)

Grades 1 and 2 Achievement Standard

By the end of Grade 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others' feelings. They examine messages related to health decisions and describe actions that help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

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 different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Grades 1 and 2 Content Descriptions

Personal, Social and Community Health	Movement and Physical Activity
<p data-bbox="129 450 456 479">Being healthy, safe and active</p> <p data-bbox="142 501 769 591">Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)</p> <hr/> <p data-bbox="142 656 786 745">Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)</p> <hr/> <p data-bbox="142 810 790 869">Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)</p> <hr/> <p data-bbox="142 934 762 992">Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)</p>	<p data-bbox="831 450 1011 479">Moving our body</p> <p data-bbox="844 501 1372 560">Perform fundamental movement skills in different movement situations (ACPMP025)</p> <hr/> <p data-bbox="844 624 1469 683">Construct and perform imaginative and original movement sequences in response to stimuli (ACPMP026)</p> <hr/> <p data-bbox="844 748 1337 777">Create and participate in games (ACPMP027)</p>
<p data-bbox="129 1050 727 1079">Communicating and interacting for health and wellbeing</p> <p data-bbox="142 1102 786 1160">Describe ways to include others to make them feel that they belong (ACPPS019)</p> <hr/> <p data-bbox="142 1225 766 1283">Identify and practise emotional responses that account for own and others' feelings (ACPPS020)</p> <hr/> <p data-bbox="142 1348 746 1406">Examine health messages and how they relate to health decisions and behaviours (ACPPS021)</p>	<p data-bbox="831 1050 1110 1079">Understanding movement</p> <p data-bbox="844 1102 1436 1160">Discuss the body's reactions to participating in physical activities (ACPMP028)</p> <hr/> <p data-bbox="844 1225 1436 1314">Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)</p>
<p data-bbox="129 1460 635 1489">Contributing to healthy and active communities</p> <p data-bbox="142 1512 746 1570">Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)</p> <hr/> <p data-bbox="142 1635 754 1715">Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)</p> <hr/> <p data-bbox="142 1780 746 1870">Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)</p>	<p data-bbox="831 1460 1134 1489">Learning through movement</p> <p data-bbox="844 1512 1353 1570">Use strategies to work in group situations when participating in physical activities (ACPMP030)</p> <hr/> <p data-bbox="844 1635 1477 1693">Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)</p> <hr/> <p data-bbox="844 1758 1461 1816">Identify rules and play fairly when participating in physical activities (ACPMP032)</p>

Grade 2 Curriculum

The Arts – Visual Arts

KG to Grade 2

KG to Grade 2 Band Description

In KG to Grade 2, students explore visual arts. They learn about how to make visual representations of their ideas, experiences, observations and imagination. They share their artworks with peers and experience visual arts as audiences.

In KG to Grade 2, learning in Visual Arts builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.

Students become aware of how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints. They learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies. They enhance their perception skills by learning to notice visual detail as they examine and represent familiar and new objects and events in their lives. They explore how and why artworks are created and become familiar with using and applying visual conventions, such as line, shape, colour and texture. They develop and apply safe and sustainable practices when experimenting with different materials, techniques and technologies.

In KG, students undertake visual arts suitable to their level of development.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. While visual arts in the local community should be the initial focus for learning, young students are also aware of and interested in visual arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that Aboriginal and Torres Strait Islander artworks represent particular ideas and stories.

As they make and respond to visual artworks, students explore meaning and interpretation, forms and styles through social and cultural contexts. They provide opinions about artworks expressing what they like and why. They experience the role of artist and audience and they respond to feedback in their visual arts making.

KG to Grade 2 Achievement Standard

By the end of Grade 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.

KG to Grade 2 Content Descriptions

Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists

Use and experiment with different materials, techniques, technologies and processes to make artworks

Create and display artworks to communicate ideas to an audience

Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples

In this band students are introduced to the ways that ideas and intentions are communicated in and through visual arts. They develop knowledge, understanding and skills through visual arts practices focusing on:

Representation

Subject matter - personal observations, sensory expression and imagination

Forms - drawing, painting, sculpture, printmaking, fibre crafts and digital imaging

Techniques - overlapping, patterns, colour mixing, collage, mixed media, wrapping, and paper mache

Visual conventions - identifying, using and interpreting line, shape, colour, texture, space, time, tone and value

Materials - understanding of qualities and properties of a range of materials, for example, which material is good for making tall, thin animals

Technologies - traditional and digital

Practices

Spaces

- recognising the meaning of studio for visual artists and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work

Skills

- observational – seeing, noticing and viewing critically

Processes

- describing, explaining, exploring, questioning, selecting, interpreting, imagining, designing, experimenting, constructing, creating and displaying

Viewpoints

- contexts – recognising artworks from different cultures particularly Aboriginal and Torres Strait Islander Peoples, and works from Asia, and from different times

Grade 2 Curriculum

The Arts – Music

KG to Grade 2

KG to Grade 2 Band Description

In KG to Grade 2, students explore music. They listen to and explore sound and learn about how music can represent the world and that they can make music to represent their ideas about the world. They share their music with peers and experience music as audiences.

In KG to Grade 2, learning in Music builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.

Students learn to listen to music and become aware of rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they explore and make music. They learn to discriminate between sounds and silence, and loud and soft sounds. They learn to move and perform with beat and tempo.

In KG, students undertake music suitable to their level of development.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. While music in the local community should be the initial focus for learning, young students are also aware of and interested in music from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that songs and music are used by Aboriginal and Torres Strait Islander people for different purposes.

As they make and respond to music, students explore meaning and interpretation, forms and elements and social and cultural contexts of music. They make simple evaluations of music expressing what they like and why.

Students learn about safety when using instruments and while interacting with others. They experience the role of artist and they respond to feedback in their music making. As an audience they learn to focus their attention on the performance and to respond at the end of the performance.

KG to Grade 2 Achievement Standard

By the end of Grade 2, students communicate about the music they listen to, make and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

KG to Grade 2 Content Descriptions

Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion

Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community

Create compositions and perform music to communicate ideas to an audience

Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples

In this band students are introduced to the ways that ideas and intentions are communicated in and through Music. They develop knowledge, understanding and skills through music practices focusing on:

Elements of music

Rhythm - sound/silence, long/short, fast/slow, beat and rhythm, rest, ostinato, tempo, crotchet , crotchet rest , quavers in pairs , experience of duple and triple metres

Pitch - high/low, pitch direction (going up or down), pitch matching, unison

Dynamics and expression - loud (forte) *f* and soft (piano) *p*

Form - same/different, patterns, repetition, echo, introduction, verse, chorus, round

Timbre - every voice and instrument has its own distinct sound

- how sound is produced including hit, blown, plucked and shaken

Texture - unison, melody and accompaniment, round, drone

Skills (including aural skills)

- discriminating between sounds and silence
- moving and performing with an understanding of beat and tempo
- demonstrating the difference between singing and speaking voice
- discriminating between loud and soft, long and short, high and low
- recognising familiar instrument timbres
- using technology as a tool for music learning
- holding and playing classroom instruments safely and correctly
- understanding turn-taking in group music making
- playing in time.

Grade 2 Curriculum

Indonesian Language

Australian Curriculum: English (Grade 2)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460) 	<p>Reading and viewing</p> <p>By the end of Year 2 students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.</p> <p>Writing</p> <p>Students create texts that show how images support the meaning of the</p>
	Language for interaction	<ul style="list-style-type: none"> Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461) Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) 	
	Text structure and organisation	<ul style="list-style-type: none"> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463) Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464) Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466) 	
	Expressing and developing ideas	<ul style="list-style-type: none"> Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468) Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471) Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472) 	
	Sound and letter knowledge	<ul style="list-style-type: none"> Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474) 	
Texts in context	<ul style="list-style-type: none"> Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) 		

Australian Curriculum: English (Grade 2)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
	Interacting with others	<ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) 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 (ACELY1789) Rehearse and deliver short presentations on familiar and new topics (ACELY1667) 	<p>text. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.</p> <p>Speaking and listening</p> <p>They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.</p>
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> Identify the audience of imaginative, informative and persuasive texts (ACELY1668) Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669) Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670) 	
	Creating texts	<ul style="list-style-type: none"> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672) Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673) Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674) 	
Literature	Literature and context	<ul style="list-style-type: none"> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587) 	
	Responding to literature	<ul style="list-style-type: none"> Compare opinions about characters, events and settings in and between texts (ACELT1589) Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) 	
	Examining literature	<ul style="list-style-type: none"> Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592) 	
	Creating literature	<ul style="list-style-type: none"> Create events and characters using different media that develop key events and characters from literary texts (ACELT1593) 	

SIS Curriculum.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

September 2014

Australian Curriculum: English (Grade 2)

Sub- strands	Content Descriptions		Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
General Capabilities <ul style="list-style-type: none"> • Literacy • Numeracy • Information and communication technology (ICT) capability • Critical and creative thinking • Ethical behaviour • Personal and social capability • Intercultural understanding 	Cross-Curriculum Priorities <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia's engagement with Asia • Sustainability 	Notes:	

Australian Curriculum: Mathematics - (Grade 2)

Proficiencies		Examples in this year	Achievement Standard <i>(organised by Strands)</i>
Understanding		connecting number calculations with counting sequences, partitioning and combining numbers flexibly, identifying and describing the relationship between addition and subtraction and between multiplication and division	Number and Algebra By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. 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 tell
Fluency		counting numbers in sequences readily, using units iteratively to compare measurements, listing possible outcomes of chance events, and describing and comparing time durations	
Problem solving		formulating problems from authentic situations, making models and using number sentences that represent problem situations, planning routes on maps, and matching transformations with their original shape	
Reasoning		using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations, describing connections between 2-D and 3-D representations, and creating and interpreting simple representations of data	
Sub-strands		Content Descriptions	
Number and Algebra	Number and place value	<ul style="list-style-type: none"> Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (ACMNA026) Recognise, model, represent and order numbers to at least 1000 (ACMNA027) Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028) Explore the connection between addition and subtraction (ACMNA029) Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) 	
	Fractions and decimals	<ul style="list-style-type: none"> Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033) 	
	Real numbers		
	Money and financial mathematics	<ul style="list-style-type: none"> Count and order small collections of Australian coins and notes according to their value (ACMNA034) 	

	Patterns and algebra	<ul style="list-style-type: none"> Describe patterns with numbers and identify missing elements (ACMNA035) Solve problems by using number sentences for addition or subtraction (ACMNA036) 	<p>time to the quarter hour and use a calendar to identify the date and the months included in seasons.</p> <p>Measurement and geometry</p> <p>Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. They draw two-dimensional shapes. They describe outcomes for everyday events.</p>
	Linear and non-linear relationships		
Measurement and geometry	Using units of measurement	<ul style="list-style-type: none"> Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037) Compare masses of objects using balance scales (ACMMG038) Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039) Name and order months and seasons (ACMMG040) Use a calendar to identify the date and determine the number of days in each month (ACMMG041) 	<p>Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. They draw two-dimensional shapes. They describe outcomes for everyday events.</p>
	Shape	<ul style="list-style-type: none"> Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042) Describe the features of three-dimensional objects (ACMMG043) 	
	Geometric reasoning		
	Location and transformation	<ul style="list-style-type: none"> Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044) Investigate the effect of one-step slides and flips with and without digital technologies (ACMMG045) Identify and describe half and quarter turns (ACMMG046) 	
	Pythagoras and trigonometry		
Statistics and probability	Chance	<ul style="list-style-type: none"> Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047) 	<p>Statistics and probability</p> <p>Students make sense of collected information. Students collect data from relevant questions to create lists, tables and picture graphs.</p>
	Data representation and interpretation	<ul style="list-style-type: none"> Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048) Collect, check and classify data (ACMSP049) Create displays of data using lists, table and picture graphs and interpret them (ACMSP050) 	

General Capabilities <ul style="list-style-type: none">• Literacy• Numeracy• Information and communication technology (ICT) capability• Critical and creative thinking• Ethical behaviour• Personal and social capability• Intercultural understanding	Cross-Curriculum Priorities <ul style="list-style-type: none">• Aboriginal and Torres Strait Islander histories and cultures• Asia and Australia’s engagement with Asia• Sustainability	Notes:
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