

2026 YEAR TWO CURRICULUM PLAN



Learning Area	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
eEnglish	<p>Sharing ideas and responding to imaginative texts Students engage with a range of imaginative texts that use language in different ways to present characters and settings.</p> <p>Assessment 1.1 To share ideas and express an opinion about a familiar character and their traits. (S&L)</p>	<p>Understanding and creating informative texts Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these.</p> <p>Assessment 2.1 To read, view and comprehend a simple informative text, and explore how a similar topic is presented in an imaginative text. (R&V) 2.2 To create a written and multimodal informative text. (W&C) Science: Earth and space sciences</p>	<p>Expressing opinions Students engage with a range of imaginative and informative texts that contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts.</p> <p>Assessment 3.1 To create a spoken text to express a preference for a place or setting to peers. (S&L)</p>	<p>Engaging with narrative texts Students engage with a range of texts that build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Informative texts with related themes and topics are selected to complement these.</p> <p>Assessment 4.1 To read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text. (R&V) 4.2 To create a written story using a known character. (W&C)</p>
Maths	<p>Number, Space, Statistics Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models. <p>Assessment 1.1 — Space 1.2 — Statistics and Statistical investigations</p>	<p>Number, Algebra, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical language use physical and virtual materials to represent, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling use uniform units to measure, compare and discuss the duration of events and read time on an analog clock to the hour, half hour and quarter hour <p>Assessment 2.1 — Number and Mathematical modelling 2.2 — Measurement</p>	<p>Number, Space Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of time build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths) compare and classify shapes, describing features using formal spatial terms use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass use and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions recognise that mathematics can be used to investigate curious things, to solve practical problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language. <p>Assessment 3.1 — Number and Mathematical modelling 3.2 — Measurement and Space</p>	<p>Number and Algebra Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> continue to build fluency for understanding using addition, subtraction and multiplication facts extend understanding by partitioning and combining numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning recognise types of patterns in different contexts such as increase and decreasing additively by a constant amount and identifying missing elements in the pattern compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations develop a sense of equivalence, chance and variability when they engage in play-based and practical activities. <p>Assessment 4.1 — Number and Algebra</p>
HASS	<p>Unit 1: Shared histories: Truth-telling project Aboriginal peoples' and Torres Strait Islander peoples' technologies for daily life In this unit, students will explore how the technologies of Aboriginal peoples and Torres Strait Islander peoples, such as tools and fire management, have changed over time. They will learn about sustainable practices that respect the land and how these technologies continue to influence life today.</p> <p>Truth-telling statement: Aboriginal peoples and Torres Strait Islander peoples continue to use sustainable ways, including technologies, to assist in daily life.</p> <p>Inquiry question: How can the technologies of local Aboriginal peoples or Torres Strait Islander peoples help me in daily life?</p> <p>.</p>		<p>Unit 2: People and places around us Students develop knowledge and understanding about how places can be represented in different ways, including maps, plans and geographical divisions. They identify where they live in Australia in relation to their nearest capital city, region, and state or territory, and investigate the places they and their families visit for daily and special activities. Students explore links between their community and other places through food, holidays, relatives, and changes in transport and communication technologies that connect people at local, regional and state levels.</p> <p>They also learn how people and places are interconnected, with a focus on the ongoing connections of First Nations Australians to land, sea, waterways, sky and animals. Students explore local language groups, the relationship between language, Country/Place and spirituality, and the significance of Acknowledgement of Country and Welcome to Country. As they investigate, they pose questions, collect and interpret information, draw conclusions and communicate their understandings about people and places using geographical terms.</p>	
HPE	<p>Unit 1: Understanding the development of self and emotional responses Students explore personal qualities and investigate factors that influence and shape their identities. They develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others. They identify ways to use their strengths and personal qualities to contribute to successful outcomes. Through story-telling, exploration and active play, students practise skills and strategies to manage emotions and develop respectful relationships.</p>		<p>Unit 2: Exploring health information and applying fundamental movement skills Students practise their fundamental movement skills in a range of physical activities. They refine and extend these to increase the complexity of locomotor and object control skills. Students demonstrate and explain how to move effectively with objects and in space. Through participation in a range of movement situations, students continue to develop movement skills independently and collaboratively and develop and apply rules. They demonstrate and describe strategies for participating</p>	

			respectfully in active play and minor games. Students investigate and explore how health information contributes to making healthy choices.
Science	<p>Unit 2: Earth and space sciences Students learn that Earth is part of a larger solar system by viewing models and identifying the sun, moon and stars. They observe and record patterns in the sky, such as changing positions of celestial objects across days and nights. Students explore how people use these patterns for navigation and predicting events, and they organise their observations in simple tables while beginning to use scientific vocabulary to describe what they see.</p> <p><i>*Starlab Incursion</i></p>	<p>Unit 1: Chemical sciences Students explore how materials can be physically changed by bending, twisting, stretching or breaking, recognising that their properties stay the same. They investigate which materials suit particular purposes and consider how Aboriginal peoples and Torres Strait Islander peoples change natural materials for tools and crafts. Students begin to discuss safe and fair testing and use simple representations, including digital tools, to show how materials can be changed.</p>	<p>Unit 3: Physical sciences Students investigate how sounds are made through vibrations and safely explore different ways to produce and compare sounds. They discuss how sound is used in everyday life, including music, traditional instruments, toys and voice-activated technologies. Students make simple observations and informal measurements, use digital tools to record or present sound data, and build vocabulary to describe loudness, pitch and other sound qualities.</p>
Technologies	<p>Unit 3: Design and Technologies Students explore how technologies, including materials, affect movement in products. They consider the purposes of designs and how they meet personal and social needs. Students select design ideas based on their personal preferences and explore how technologies, including materials, affect movement in products. They explore and use materials, components, tools, equipment and techniques to safely create and test a designed solution and reflect on their participation in a design process.</p>	<p>Unit 1: Digital Technologies Students continue to develop their skills when using different hardware components such as laptop touchpads and keyboards. They use common software to create, locate and share content with others. From these experiences students gain a greater insight into the purpose of digital systems. Students discuss how some websites collect their personal data online. They learn to access their school account using a username and password. Students gain greater familiarity and confidence in representing data using various formats. They recognise the equivalence of different representations of numbers.</p>	
Japanese			<p>Unit 1: Exploring my family and other families Students explore the concept of family and deepen their understanding of the diversity of families around the world. Students engage with a range of spoken, written and multimodal texts in Japanese that help them to identify what family means to them, and deepen their understanding of similarities and differences between families, noticing the use of different terms depending on relationship and status. Students use Japanese to create spoken and written texts which share information about their and others' families.</p>
The Arts	<p>Cultural Dance Students explore how different cultures use dance for storytelling, celebration and community. They describe where, why and how people experience dance, create their own simple dance sequences inspired by cultural movements, and share their work in informal performance settings.</p>	<p>Visual Arts and Music Students explore and practise visual arts techniques while appreciating artworks and music from a range of cultures. They experiment with materials and processes to create their own artworks and develop confidence in demonstrating simple arts skills. Students share and discuss their work in informal settings.</p>	