### English

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<tr>
<th><strong>ENGLISH</strong></th>
<th><strong>LEARNING EXPECTATION</strong></th>
<th><strong>Assessment Item (s)</strong></th>
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| **Unit 5: Examining stories and informative texts.** | In this unit, students read, view and listen to a range of stories with animal characters and ask open and closed questions of an animal character. Students create an informative text about a character in a literary text. | Monitoring Task:  
Year 1 and 2 and Prep:  
Students create an informative text about an animal. |
| **Unit 6: Exploring Poetry.** | In this unit students listen to, read and view a range of poetry. As a group, students express their personal responses and thoughts about various shared poems. Students create an imaginative reconstruction of a poem or rhyme and present it to a familiar audience. | Year 1 and 2:  
Students comprehend the content of a poem and the language used.  
Students create an imaginative reconstruction of a poem or rhyme and present it to a familiar audience. |
| **Unit 7: Responding persuasively to narratives.** | In this unit, students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students create a persuasive response. | Year 1 and 2:  
Students create a persuasive response. |

### Maths

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| **Unit 3** | In this unit students apply a variety of mathematical concepts to develop proficiency in the strands of understanding, fluency, problem solving and reasoning. Students have opportunities to develop understandings of:  
Year 1: Number and place value, fractions and decimals, patterns and algebra, using units of measurement, money and financial mathematics, location and transformation.  
Year 2: Number and place value, fractions and decimals, using units of measurement, location and transformation, money and financial mathematics, and shape. | Year 1: Students complete the assessment:  
- A handful of beans.  
- Book display.  
- On time.  
- Pantry puzzle.  
- Yes or No.  
Year 2: Students complete the assessment:  
- Compare them! Order them!  
- Money and calendars.  
- Partitioning into equal groups.  
- Secret number. |
| **Unit 4** | In this unit students apply a variety of mathematical concepts to develop proficiency in the strands of understanding, fluency, problem solving and reasoning. Students have opportunities to develop understandings of:  
Year 1: Fractions and decimals, number and place value, data representation and interpretation, chance, patterns and algebra, and using units of measurement. | Year 1: Students complete the assessments:  
- Cool calculations.  
- Will it? Won't it? Might it?  
- Favourites.  
- Number mathematical guided inquiry. |
# 2016 Curriculum Overview - Semester 2

**Teacher:** Mrs Vicki Bates

## MATHS

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| Year 2: Data representation and interpretation, chance, number and place value, patterns and algebra, using units of measurement, location and transformation, shape, and fractions and decimals. | Year 2: Students will complete the assessments:  
- Location and transformation mathematical guided inquiry.  
- Representing data and chance.  
- Solving number problems.  
- Time, slides and flips. |

## SCIENCE

**Unit 3: The Earth and us.**

In this unit, students will investigate Earth's resources and the importance of conserving them for the future of all living things. Students will use their science knowledge to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives.

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| Year 1: Students compete the assessment:  
- Collection of work.  
- Make a day/night poster. | Year 2: Students complete the assessment:  
- Collection of work.  
- Make a poster about the Earth’s resources and ways of conserving them. |

**Unit 4: Toy World.**

This unit students will investigate push and pull toys and how movement in objects is used in their daily lives. The students will investigate how light and sound are produced and these are used in their daily lives. Students have the opportunity to apply and explain science knowledge in a familiar situation, such as making a toy.

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| Year 1: Students complete the assessment:  
- Collection of work.  
- Design/make a toy that produces sound/light. | Year 2: Students complete the assessment:  
- Collection of work.  
- Design/make a push or pull toy. |

## HISTORY

**Unit 2: Comparing the past and the present.**

In this unit, students will investigate their own personal story, including their family background and relationships within their family and how these have changed over time. The students will investigate changes in technology that have occurred over time, to develop an understanding of the impact that technology has had on people’s lives.

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<td>Year 1 and 2: Students complete a written historical inquiry.</td>
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**Class: 1/2C  2016 Curriculum Overview - Semester 2**  
Teacher: Mrs Vicki Bates

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<th>Technology</th>
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<td><strong>Digital Christmas card.</strong></td>
<td>Students will identify, use and explore digital software components to create a digital Christmas card. They will reflect on their learning and justify changes to their design.</td>
<td>Year 1 and 2: Digital Christmas card.</td>
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<td><strong>Dance:</strong></td>
<td>Students perform rhythmic patterns for movements in a dance sequence while stationary and while moving utilizing change of direction, levels, pathways, force, speed and transition of weight. They will perform their dance for an audience, then respond to and reflect on their dance.</td>
<td>Year 1 and 2: Participation and dance performance.</td>
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| **Unit 2: Getting Along.** | This assessment is part of an evolving learning context where children experiment with ways of getting on together and reflect on how they could improve their communication and interaction with others. | Year 1 and 2:  
- Collection of work.  
- Written assessment. |