



	Achievement Standard	Teaching and Learning	Assessment
English	<p>Receptive modes (listening, 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 and events, or to communicate factual information.</p> <p>They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. 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.</p> <p>Productive modes (speaking, writing and creating)</p> <p>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.</p> <p>Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.</p>	<ul style="list-style-type: none"> Inquire into texts with rhythmic patterns and explore how these are made using sound and word combinations. Make connections to poems and think about how they can innovate on poems in multiple ways. Take it further and present their innovation to the class as a presentation. <p><i>How can I write a soaring narrative?</i></p> <ul style="list-style-type: none"> Tune into the text structure of a narrative. Find out and retell events of shared stories. Sort out characters, events and setting depictions through words and images in the story. Make inferences about events and actions in the stories and make connections being events in stories and learners' own life. Take it further to experiment in learners own writing with language features and conscious choices in language to suit the audience and purpose. Make conclusions and use the narrative text structure in learners own writing. Take it further to experiment with editing learners own work for meaning. Make conclusion about using software to construct a narrative where the images and other elements help to support the meaning of the text. 	<p>Reading, Writing and Performing Poetry Purpose of assessment: Learners will choose and innovate on a poem explored in class. They will listen for and manipulate sound and rhythmic patterns. They will experiment with identifying sound, word and rhythmic patterns in poems.</p> <p>Reading Comprehension – A Big Brother’s Job Purpose of assessment: To read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p> <p>Multimodal Narrative Purpose of assessment: To create a new multimodal narrative text about family relationships and/or friendships using a familiar animal or human character, event or setting from a text they have explored in class.</p>
	Math	<p>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 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, organise and represent data to make simple inferences.</p>	<p>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; represent addition and subtraction; use part-part-whole relationships to solve problems; connect part-part-whole understanding to number facts; recall addition number facts; add strings of single-digit numbers; add two-digit numbers; represent multiplication and division; solve simple multiplication and division problems.</p> <p>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.</p> <p>Chance —identify everyday events that involve chance; describe chance outcomes; describe events as likely, unlikely, certain, impossible.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p>By the end of Year 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.</p> <p>Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways</p>	<p>How can we care for Planet Earth?</p> <ul style="list-style-type: none"> ● Explore the Earth's Resources (Soil, Water, Minerals) uses and their role in everyday life. ● Take it further by conducting an experiment to observe a bean growing using different types of water. ● Make conclusions about what would happen if there was a change in resources. ● Take it further describe why conservation is important and how they can conserve water. 	<p>Save Planet Earth Purpose of assessment: Learners will identify ways that Earth's Resources (clean water and soil) are used in their daily lives. They will explain how and why we use water as a resource, identify ways to conserve water and explain why it is important to do so. Learners will record, represent and compare their observations of a bean plant experiment in multiple ways. They will interpret these results to infer what would happen if the clean water resource was no longer available.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HASS</p>	<p>By the end of Year 2, students describe a person, site and/or event of significance in the local community. They identify how and why the lives of people have changed over time while others have remained the same. Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided to answer these questions and to identify a point of view. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.</p> <p>By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. Students recognise that the world can be divided into major geographical divisions. They describe how people in different places are connected to each other and identify factors that influence these connections. They explain why places are important to people, recognising that places have meaning. Students pose questions about familiar and unfamiliar places and answer them by locating information from observations and from sources provided. 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</p>	<p>How and why are we connected to our place?</p> <ul style="list-style-type: none"> ● Tune into how the world is divided into divisions. ● Find out how these divisions can be represented on a map. ● Explore maps of the school and create keys to represent information. ● Sort out how we can use positional language to describe the location of places. ● Inquire into people's connections with places, the scale of places and how we travel to places. ● Take it further by considering how scale and transport can contribute to how often we visit a place. 	<p>Geography- Places and connections Purpose of assessment: Students will identify, describe, interpret and represent geographical information about places and peoples connection to place.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The Arts</p>	<p>By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks. Students use the elements and processes of arts subjects to make and share artworks that represent ideas.</p>	<ul style="list-style-type: none"> ● Tune into rhythm and melody with a focus on solfa notes 'la, so & mi'. ● Explore a range of classroom instruments. ● Practice performing rhythmic patterns using loud and soft dynamics. ● Identify that some music moves in groups of two with strong and weak beats. 	<p><i>The Arts: To be assessed in Term 2</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Technologies</p>	<p>Foundation to Year 2 By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet a range of present needs. They list the features of technologies that influence design decisions and identify how digital systems are used.</p> <p>Students identify needs, opportunities or problems and describe them. They collect, sort and display familiar data from a range of sources and recognise patterns in data. Students record design ideas using techniques including labelled drawings, lists and sequenced instructions. They design solutions to simple problems using a sequence of steps and decisions. With guidance, students produce designed solutions for each of the prescribed technologies contexts. Students evaluate their ideas, information and solutions on the basis of personal preferences and provided criteria including care for the environment. They safely create solutions and communicate ideas and information face-to-face and online.</p>	<ul style="list-style-type: none"> ● Explore everyday digital systems and the purposes that they have. ● Identify hardware and software components of digital systems and the relationship between them. ● Design a basic maze and develop an algorithm (sequence of steps) using directional language to accurately solve the maze. ● Program a robotic device (Bee-Bot) to navigate the maze for them. 	<p><i>STEAM: To be assessed in Term 2.</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HPE</p>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to 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.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Investigate healthy and unhealthy classroom scenarios including scenarios that are unsafe. ● Sort out and take it further to think of ways to improve unsafe aspects of the classroom. ● Make conclusions of how their solutions can keep themselves and others healthy and safe. <ul style="list-style-type: none"> ● Learners develop aim using underarm rolls and throws, chest passes to hit targets at a 3m distance. ● Perform movement sequences (including pat bouncing a ball) to solve movement challenges. ● Demonstrate positive interactions with others and apply strategies to keep themselves safe. ● Manoeuvre a scooter board along different pathways and through a range of obstacles. ● work collaboratively with partners to solve team-based scooter board challenges. 	<p><i>Health: My classroom, healthy safe fun- To be assessed in Term 2</i></p> <p>They see me Rolling - Practical Part A: Scooter Board Challenges Part B: Team Challenges and Working with Others Part C: Throwing and Catching Skills</p>

