

YEAR 2 Curriculum Overview - TERM 2, 2026



ENGLISH

'Informative & Narrative Texts'

Students read, view and comprehend informative texts and explore how similar topics are presented in narrative texts. They will answer questions to demonstrate understanding and compare ideas across texts. Students will create written and/or multimodal texts about Australian animals. They will inform, express opinions and narrate ideas using clear text structures. Students will practise using simple and compound sentences, correct punctuation and topic-specific vocabulary.

Assessment

Students complete a reading comprehension task and create a written or multimodal text about an Australian animal.

MATHEMATICS

'Number, Time & Problem Solving'

Students will extend their understanding of number by ordering, reading, writing and representing numbers to at least 1 000. They will apply place value knowledge to partition, rearrange and rename two- and three-digit numbers, supporting their understanding of how numbers work.

Students will use mathematical modelling to solve real-life additive and multiplicative problems, including money situations, by choosing and applying efficient strategies. Students will also develop their understanding of time by reading analogue clocks to the hour, half hour and quarter hour, and calculating the number of days between events using a calendar.

Assessment

Students solve real-world problems involving number and money and demonstrate their understanding of time and calendars through practical tasks.

SCIENCE

'Changes and Living Things'

Students explore how living things grow, change and reproduce, and how objects and materials change over time. They develop their understanding of science by observing, asking questions and describing changes in the world around them.

Students also recognise how science is used in everyday life, including caring for living things and the environment. They sort and record information using drawings and simple tables, compare their observations with predictions, and share their ideas in a variety of ways such as speaking, drawing and writing.

Assessment

Students complete investigation tasks where they observe, describe and record changes in living things, objects and materials.

The Resilience Project

[The Resilience Project](#) delivers emotionally engaging programs for us, and provides evidence-based, practical strategies to build our resilience.

The curriculum is evidence-based and mapped to the [Australian Curriculum](#), focusing on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy. We participate in weekly lessons with our class teachers.

HASS (Humanities and Social Sciences)

'People and Places'

Students learn how people in different places are connected and identify factors that influence these connections, such as location, environment and community. They explore how places can have different meanings for different people and why it is important to care for and preserve significant places. Students gather information from observations and provided sources to build their understanding.

Assessment

Students respond to questions and complete tasks demonstrating their understanding of connections between people and places

Health

Health: Emergency! –

Students will identify unsafe situations and where to get help if/when they are faced with an emergency. They will identify situations that require the help of emergency services and what are the roles of each emergency service. Students will rehearse phone calls to 000 focusing on their full name, address and how to make a call.

Assessment

Students will create a portfolio of work to demonstrate their understanding of emergency situations and services.

Physical Education

This term the Year 1 and 2 are doing a "Ready, Set, Go" unit to prepare for the Junior Sports Day later in the term. This unit develops students' fundamental movement skills (running, jumping and throwing) through engaging athletics-based activities. Students build confidence, coordination, and enjoyment of physical activity while preparing for participation in a Junior Sports Day. Emphasis is placed on skill development, effort, and personal improvement rather than competition. Students aim to participate with others respectfully and follow rules and take turns.

THE ARTS

Drama

Students create and co-create fictional situations based on imagination and personal experiences. They explore and present drama using the elements of role, situation and focus through dramatic play and simple improvisation. Students share their drama in informal settings and describe what happens in the drama they make, perform and view. They begin to identify elements of drama and explain where and why drama is used.

Assessment

Students participate in drama activities where they create, perform and reflect on simple dramatic situations. Teachers observe and record student understanding of role, situation and focus.

Music

In Music we will continue to explore, sing and play songs about different places, weather and seasons. Students finished composing their own version of a song learnt in class and this term they will present it to their peers and reflect on their compositional choices.