Holland Park State School

2026 Year 2 Curriculum Overview.

Connections

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	**Exploring characters and plot** Students engage with a variety of literature for enjoyment. Students explore sequences of events and how characters and events are portrayed through language. Students retell events and consider their audience when creating a new story based on a familiar character. They share idea and appreciation of texts when they recount and express an opinion.	**Understanding and creating informative texts** Students engage with a variety of non-fiction texts and information texts. They explore how texts are organised differently and how authors use language features related to purpose. Students use these texts to create an information report on a familiar animal. They will read, view and comprehend a simple informative text, and explore how a similar topic is presented in an imaginative text	**Expressing opinions with reasons** Students engage with a variety of texts. They will explore how similar topics and information are presented in different types of texts. Students create a spoken text to express a preference for a place or setting to peers.	**Engaging with Narratives** Students engage with a range of texts which 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. Students plan, create (including edit) and publish a narrative about a chosen character from a text read or viewed.
Mathematics	**Number and Algebra** • Representing and partitioning two and three-digit numbers • Recalling and representing addition and subtraction facts • Double facts to 20 • Representing multiplication as arrays • Representing division as equal shares	**Number and Algebra** • Ordering and representing number to 1000 • Apply knowledge of partitioning to partition, rearrange numbers. • Connecting number names, numerals and quantities to 1000 • Representing sharing and multiplication • Solving simple multiplication problems	**Number and Algebra** • Recognise, represent and order numbers to 1000 then beyond • Partitioning two, three and four-digit numbers • Subtracting single-digit and two-digit numbers with and without regrouping • Recalling addition facts to 20 and related subtraction facts	**Number and Algebra** • Applying number facts using inverse relationships • Recalling multiplication facts Model and solve multiplication, division, subtraction and addition word problems • Adding and subtracting single-digit and two-digit numbers • Adding and subtracting one and two-digit numbers with

	Measurement and Space • Time – Days and months, calendars, telling time to the hour, representing points in time • Describing half turns • Compare and classify shapes, describing features	• Fractions – halves and quarters • Adding single-digit and two-digit numbers with and without regrouping • Representing and partitioning two- and three-digit numbers **Statistics and Probability** • Collecting and representing data • Asking questions and collecting and displaying data • Investigating outcomes of everyday events **Measurement and Space** • Describing and identifying features of two-dimensional shapes familiar two-dimensional shapes • Time – telling time to the quarter hour • Describing half and quarter turns • Investigating simple maps of familiar locations • Length	• Understanding the inverse relationship between addition and subtraction • Identifying equal and not equal parts (Balance) • Representing multiplication and division • Solving simple multiplication and division problems. • Fractions – halves, quarters and eighths • Models and solves simple money problems • Describing number patterns and missing elements **Measurement and Space** • Mass and Capacity • Angles in the environment • Giving and following directions • Locate and identify positions of features in two-dimensional representations and move position by following directions and pathways	and without regrouping Identifying halves, quarters and eighths of shapes and collections in relation to measurement. • Recognise, describe additive number patterns. • recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos.
Science	**Chemical Sciences** Students will manipulate materials, explore the effects of different actions, including bending, twisting, stretching, and breaking into smaller pieces. They will build on their understanding of properties of materials, using before and after observations to recognise that those properties stay the same when a material is physically changed.	**Space and Science Earth Science** Students will begin to recognise Earth as a planet within a larger celestial system as they view images of Earth in space, engage with different types of models of the solar system and identify celestial objects, including sun, moon and stars. They will continue to build their understanding of patterns as they record the changing positions of the moon, sun and other stars, appreciating that these patterns can only be observed over extended periods of time, and some events in the sky are only visible during the day and others during the night.		**Physical Sounds** Students will suggest and follow safe procedures to produce a variety of sounds using objects and actions, drawing connections between sound energy and vibration. They will compare their observations of sounds with those of others to consider if we all sense sound in the same way

Humanities and Social Sciences (HASS)	**Our community, our past** Students develop knowledge and understanding about the history of their local community and places, and how these connect to their identity and belonging. They will investigate the significance of local people, groups, places and buildings, considering their historical, cultural, and spiritual meanings. Students will also examine information about how changes in transport and communication technologies have shaped people's lives across generations.		**People and places around us** Students will develop knowledge and understanding about how places can be represented in different ways, including maps, plans and geographical divisions. They will 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 will 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.	
Health	**Exploring Health Information** Students will investigate and explore how health information contributes to making healthy choices.		**Applying protective behaviours and help-seeking strategies** Students will demonstrate an apply protective behaviours to stay safe and support others. They will practise assertive behaviours and the ability to seek, give or deny permission respectfully. Students identify help-seeking strategies, recognise safe places and rehearse how and who to ask for help.	
Physical Education	Students perform a range of skills in aquatic activities with a focus on lifelong water safety skills, including survival skills, rescues, and self-preservation. They explore how their body moves in a variety of movement sequences and situations.	Students explore a range of large ball manipulative skills including dribbling, passing, kicking and basic control of a ball in a range of modified games and activities. They incorporate elements of effort, space, time, objects and people when performing simple movement sequences.	Students perform in small ball manipulative activities focusing on the skill of striking. They participate in a variety of games, identifying simple rules and fairness within game situations. Students discuss how to modify the rules of a game to make it more inclusive and fair and then install the changes to see if the modifications work.	Students perform a range of skills in aquatic activities with a focus on lifelong water safety skills, including survival skills, rescues, and self-preservation. Students explore stroke development and underwater activities to gain water confidence.
Technologies	**Design and Technologies: Food and fibre production; Food specialisations** Students will explore how plants and animals are grown for food, clothing and shelter and meet personal or local community needs and sustainability. They will explore and investigate technologies – tools, equipment, processes, materials, systems, and components – in food, clothing, and shelter production. The students will make connections with their studies in health and explore how food can be selected and prepared for healthy eating to meet their personal preferences.		**Digital Technologies** Students will investigate simple problems for known users that can be solved with digital systems and discuss how existing digital systems satisfy identified needs for known users. They will follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition). This may involve describing directions for a person to follow or sequencing how to get ready for school in the morning.	
	Students continue to develop their skills when using different hardware components such as laptop touchpads and keyboards. They will 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.			

Languages - Japanese	**Who am I?** Students will practise using different greetings according to the time of the day and responding to classroom instructions and roll call in Japanese. They will notice that there are different forms of address in Japanese and use polite greetings with their teacher, explaining why this is important. Students learn to share information about themselves. Students will build awareness of cultural practices across Japan. They will participate in class discussions to identify similarities and differences between these cultures and their own. Students complete a weekly booklet with images in English, noticing aspects of their own culture(s) and language(s).	**Head, shoulders, knees and toes** Students will learn vocabulary relating to body parts through songs, call-and-response activities and games while following Japanese instructions. Students will develop their understanding of the relationship between written and spoken Japanese by labelling outlines of humans and animals to display in the classroom. They will follow teacher instructions to draw or create models of imaginary creatures by combining colours, shapes and body parts. Students will demonstrate their Japanese pronunciation skills while practising and performing a class song in Japanese.
The Arts		
Music	**Music for Celebration!** Students explore handclapping and celebration songs from diverse cultures, communities, and times - listening, singing, and moving to discover how rhythm, tempo, and form create lively, joyful, and festive music. They investigate how music is used to mark special occasions, bring people together, and support play, cooperation, and social connection. Students experiment with voice and body percussion and describe how and why these musical celebrations are meaningful for different communities.	**Sounds Like a Zoo!** Students explore music inspired by animals, listening to works like Carnival of the Animals by Camille Saint-Saëns to discover how rhythm, pitch, and tempo can show movement, character, and mood. They experiment with sounds and ideas to create pieces that bring their chosen animals to life and discuss why their music reflects the animal's qualities ideas about their community.
Dance and Drama	**Move, Make, Perform!** Students will demonstrate arts practices and skills across Drama and Dance experiences. They will create a variety of Drama and Dance arts works in a range of forms and share their work in informal settings.	
Visual Arts		**Colour My World** Students will explore primary and secondary colours, and line and shape through drawing and painting. They will identify where they experience the arts. Students will present and respond to their own and others artwork in an informal setting.
Philosophy	Students developed their thinking skills in the class community by giving reasons, giving counter examples, exploring disagreement and different points of view, developing criteria, attending to assumptions, and generalisations.	

*Units are subject to change throughout the year

2026 Year 2 Excursions and Incursions

PRICES ARE APPROXIMATIONS and subject to adjustment following changes in transport and supplier costings

Term 1	Term 2	Term 3	Term 4
	Newstead House Excursion Cost: $38 Creative Dance Cost: Approximately $32 Taiko Drum Performance (Japanese) Cost: Free Shake and Stir Incursion (Drama) Cost: Approximately $10.00	Bravehearts Ditton Show Cost: Approximately $11 Musica Viva Australia in Schools Cost: Approximately $10.50 NAIDOC Week Cultural Incursion Cost: Approximately $5.50 Starlab Incursion Cost: Approximately $5.50	Reverse Garbage Science Incursion Sound Waves and Instruments Cost: Approximately $20

2026 Other Expenses

Online Resources	Cost (per year)
Mathletics	$25 per student
Readings Eggs	$11 per student
Typing Tournament	$5 per student
TOTAL	$41