



Holland Park State School



2025 Year 2 Curriculum Overview

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	Unit 1: 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.	Unit 2: 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 a report and a short oral presentation to share with an audience. They will read, view and comprehend a simple informative text, and explore how a similar topic is presented in an imaginative text	Unit 3: 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.	Unit 4: Engaging with Narrative 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 Understanding the inverse relationship between addition and subtraction 	Number and Algebra <ul style="list-style-type: none"> 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 and without regrouping

	Measurement and Space <ul style="list-style-type: none"> Time – Days and months, calendars, telling time to the hour, representing points in time Describing half turns Compare and classify shapes, describing features 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Collecting and representing data Asking questions and collecting and displaying data Investigating outcomes of everyday events Measurement and Space <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 	Identifying halves, quarters and eighths of shapes and collections in relation to measurement. <ul style="list-style-type: none"> Recognise, describe additive number patterns. recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos.
Science	Unit 1: B Good to Grow Biological Science Explore how living things change as they grow. Identify patterns of growth and the relationships between parents and their offspring.	Unit 2: how do materials behave? Chemical Sciences – STEM unit Students investigate the uses, characteristics and properties of materials and use this understanding to design and construct a toy box organiser.	Unit 3: Push and Pull Physical Sciences Students investigate the movement of objects used for play and relate these to the pushes and pulls involved.	Unit 4: - Save Planet Earth Earth and Space Sciences Investigate ways the Earth's resources can be used and managed and identifying actions to conserve these resources.
Humanities and Social Sciences (HASS)	Unit 1: Impacts of technology over time Students will explore <i>How have changes in technology shaped our daily life?</i> They will		Unit 2: Investigate "How are people connected to their place and other places?" Students describe a site of significance in the local community and explain why places are important to people.	

	<ul style="list-style-type: none"> • Identify how and why the lives of people have changed over time while others have remained the same due to technologies. • Compare objects from the past and present. • Interpret information and data to identify a point of view and draw conclusions 		<p>They will draw on representations of the world as geographical divisions and the location of Australia</p> <ul style="list-style-type: none"> • Identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • Understand that people are connected to their place and other places • Respond with ideas about why significant places should be preserved and how people can act to preserve them. 	
Health	Unit 1: Who am I and where do I belong? Students investigate the concept of what health is and the activities that make them healthy. They learn how to keep themselves and others healthy and safe within a classroom setting and selected a health or safety strategy for an outside setting. Students study the strand of personal, social and community health. They learn to explore their own sense of self and the factors that contribute to and influence their identity.		Unit 2: My responsibilities keeping healthy, safe and fun Students investigate the concept of what health is and the activities that make them healthy. They learn how to keep themselves and others healthy and safe within a classroom setting and selected a health or safety strategy for an outside setting.	
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 practise fundamental movement skills and apply them in a variety of movement situations. They explore a range of large ball manipulative skills including dribbling and kicking and basic control of a ball in a range of modified games and activities. Students apply strategies to work collaboratively when participating in physical activities.	Students perform in small ball manipulative activities focusing on the skills of rolling, bouncing, catching, throwing, target throwing and striking. They participate in a variety of games, identifying simple rules and fairness within game situations.	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 Technologies: Toy Box Organiser: (STEM unit) Students explore the characteristics and properties of materials and sort objects according to their physical properties before applying them to design a toy box organiser.		Digital Technologies Students collected and recorded daily weather data, including temperature, time of day, weather conditions, and special events. They used Book Creator to turn this data into a digital book, presenting their findings with pictures, symbols, numbers, and words. The book is shared online with other classes, while students learned about online safety and privacy.

Languages - Japanese	Who's in my family? Students will use Japanese to communicate information about their families. They will also compare similarities and differences between ways of referring to family members.	What's in my lunch box? Students will discuss different eating practices and use language to describe children's lunches in Australia and Japan.	How do we celebrate special days? Students use language to investigate the ways in which children are celebrated through special days such as birthdays and traditional festivals in Japan and Australia.	A day out with my family Students use language to describe routines and cultural practices relating to family outings.
The Arts				
Music	Unit 1: Sounds like the playground Students experience hand clapping games from across different countries and cultures. They describe where, why and/or how people across different cultures, times and communities experience these handclapping games and what significance they bring to communities.		Unit 2 - Sounds like a storm Students explore different instruments and the sounds they make. They work collaboratively to build on to a group composition, creating a soundscape of a storm using the elements of music and accessible instruments.	
Dance			Students participate in a dance program run by external dance instructors, Creative Dance Industries. Students perform a cultural dance, choreograph a dance for a small group and respond to dances they make, perform and view.	
Drama	Unit 1: Ancient Anna Students create and perform a mime piece centred around the discovery of a time capsule and the exploration of objects from the past found within it.		Unit 2: Heroes' Journey Students explore personal journeys and qualities of heroism through mime and freeze frames, connecting their experiences to the narrative of "Journey" by Aaron Becker	
Media Arts		Look again: Students explore media arts works by exploring manipulation and representation of self		
ESTAS (Entrepreneurial, Sustainability, Technologies and Science)	Students investigate marine debris and how it affects living things. They explore why marine debris is an issue and develop a solution to a marine debris problem using design thinking.			
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

2025 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
Bug Lady Incursion Cost: Approximately \$10	Newstead House Excursion Cost: \$30 Creative Dance Cost: Approximately \$15	Reverse Garbage Science Incursion Cost: Approximately \$20 Musica Viva Australia in Schools Cost: Approximately \$10.50 NAIDOC Week Cultural Incursion approximately \$5	

2025 Other Expenses

Online Resources	Cost (per year)
Mathletics	\$23 per student
Readings Eggs	\$15 per student
Typing Tournament	\$2 per student
TOTAL	\$40
Religion Book (Optional)	 \$10