Chancellor State College - Year 2 - All Subject Overview

Connected Curriculum Titles

Term 1

**English**

- Playing with Poetry
  
  **Written/Oral**
  
  Students experiment with a poem or rhyme by changing its words and using images to support the meaning of the text.

- Finding Out and Informing others
  
  **Spoken/sung**: Informative text
  
  Explain key facts on a chosen topic.

- Multimodal: Informative report
  
  Create an informative report to present new content about a topic of interest.

**Science**

- Number and place value — count and order numbers, represent numbers in different ways, represent and describe addition situations, recall and derive basic facts, choose efficient computation methods
  
  Patterns — identify a pattern rule, record addition and subtraction situations, interpret number sentences

- Time — interpret time on calendars using dates, days, months and seasons

- Measurement — measure, compare and order objects using informal units of length and area.

**Humanities**

- History: Changing the way we live.
  
  During this unit, students will investigate significant inventions and innovations in technology of the last 100 years. Students will determine the impact that each invention/innovation has had on our lifestyle and how life might be harder or simpler without it.

- Geography: Is it near or far?
  
  Students will investigate the locality of Chancellor Park and where it is placed in the wider geographical context of the Sunshine Coast and Queensland. Students will examine how they are related to other places in our world, via family and friends in other locations. We will also explore the notion of distance and how distance dictates how regularly we visit another place.

- Drama: Acting out.
  
  Students will collaborate to develop short dramatic performances of movement, recital and using to support their poetry work in English.

**Arts**

- Visual Arts: Wings, stings and wiggly things.
  
  Students will explore paper layering techniques to create paper based artwork where various components of the insect subject have a 3D effect. 3D Insects in their Habitat

- Personal Development: The steps to good choices
  
  Students will develop a design process to create a 3D model of an insect and then house the student's diagram using proportional representation the insect’s regular habit.

**Mathematics**

- Number and place value — count and order numbers, represent numbers in different ways, partition and rearrange small collections, use part-part-whole reasoning, identify related facts for addition and subtraction

- Fractions — recognise and interpret uses of halves and quarters

- Shapes and objects — describe and draw 2D shapes with and without digital technologies and describe the features of 3D objects

- Location — interpret simple maps of familiar locations, drawing mud maps of personal significance.

**Technology**

- Model Makers.
  
  Students will follow a design process to investigate, plan, create and evaluate toy designs and models.

- My Town.
  
  Students will plan a simple layout for a town, being considered about the position of key facilities and amenities. Students will also justify their plan and explain it in front of classmates.

**Physical Education**

- Health & Physical Education
  
  Activities include: Swimming, Landscronitor Historical Museum, Visit from lifesaver.

- Individual Sports
  
  Play in a team

- Athletics

**English**

- Term 2

**Science**

- Finding Out and Informing others
  
  **Multimodal**: written and visual
  
  Students independently research on a shared text by:

  1. Presenting a 3 frame art piece that consists of three detailed, descriptive drawings of a main character, a main setting, a key event of their story.
  
  2. Writing a narrative innovation

**Humanities**

- History: The past I can see today.
  
  Students will complete illustrations depicting the differences between traditional Aboriginals and themselves. Students will make comparisons, connections, and demonstrate appreciation of these differences.

**Arts**

- Visual Arts: Lots of dots — a story through pictures.
  
  Students will explore Aboriginal dot paintings, skeleton drawings and stencil work and the Aboriginal cultural use of artworks to story tell and past on history and understandings. Students will create an artwork of their own, emulating and honouring the styling of this indigenous art form.

**Mathematics**

- Number and place value — describe the order and relative position of numbers, partition and rearrange collections beyond 100, connect addition and subtraction, apply the associative law to add three single digit numbers

- Fractions — recognise and interpret uses of halves, quarters and eighths

- Patterns — derive an equation from known sequences, identify missing elements

- Measurement — compare objects based on length, area, capacity and volume, measure and order using informal units, investigate mass with balance scales

**Technology**

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**Physical Education**

- Health & Physical Education
  
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- Individual Sports
  
  Play in a team

- Athletics

**English**

- Term 3

**Science**

- Finding Out and Informing others
  
  **Multimodal**: written and visual
  
  Students independently research on a shared text by:

  1. Presenting a 3 frame art piece that consists of three detailed, descriptive drawings of a main character, a main setting, a key event of their story.
  
  2. Writing a narrative innovation

**Humanities**

- History: Save planet Earth.
  
  In this unit, students investigate Earth's resources, reflecting on how Earth's resources are used and the importance of conserving resources for the future. Students will debate and discuss environmental issues, animal rights and values. Students will practice for and present a persuasive speech on a chosen topic.

**Arts**

- Visual Arts: A story through pictures.
  
  Students will explore Aboriginal dot paintings, skeleton drawings and stencil work and the Aboriginal cultural use of artworks to story tell and past on history and understandings. Students will create an artwork of their own, emulating and honouring the styling of this indigenous art form.

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**English**

- What's Your Opinion?

  **Written**: Students write a persuasive response that shares their preference for a particular representation of character that has been depicted in versions of the same story. Students compare the visual representations of their chosen character and give reasons for a particular preference.

  **Spoken/sung**: Persuasive speech

  Present a persuasive speech on a chosen topic of interest.

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**Please note** Details on this plan are subject to ongoing review and checking for alignment, therefore may change.