

BOONDALL STATE SCHOOL YEAR TWO: YEAR LEVEL PLAN

ENGLISH	7 hours/week	Year Level Description	The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. In Year 2, students communicate with peers, teachers, students from other classes and community members. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work. The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text. Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.			
		Title	Boondall English Unit 1 (adapted from C2C unit 1)	Boondall English Unit 2 (adapted from C2C unit 3)	Boondall English Unit 3 (adapted from C2C unit 6)	Boondall English Unit 4 (adapted from C2C unit 5)
		Unit Description	Reading, Writing and Performing Poetry Students read and listen to a range of poems to create a poem. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.	Exploring Characters Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.	Exploring Plot and Characterisation Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.	Exploring informative texts Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.
		Student responses to summative assessment tasks provides evidence of their learning and represents their achievements over reporting period. The assessment tasks should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.				
		Assessment Purpose Statement	2021 adjusted creation of a poem Students create and present poem to a familiar audience.	2020 adjusted expressing a preference for a character Students compare characters in two versions of the same story and express a preference for a character. Reading Comprehension 2021 adjusted unit 3 reading comprehension assessment task	2020 adjusted create digital multimodal text Students write an imaginative narrative and support the narrative with appropriate images that match the text.	2020 adjusted writing an informative text Students create an informative text with a supporting image. Reading Comprehension 2021 adjusted unit 6 reading comprehension assessment task
		Assessment Conventions	Text – imaginative Technique – extended response Mode – oral Conditions – open, undertaken individually, drafting in lesson time with access to teacher feedback and conferencing, presented in class to an audience of peers	Text – informative Technique – extended response Mode – written Conditions – open, undertaken individually, prior notice of the assessment, access to the chosen stories, drafting in lesson time with access to teacher feedback and conferencing, length: 100–200 words	Text – imaginative Technique – extended response Mode – multimodal Conditions – individual, brainstorming as a class, initial prompt sentence provided, drafting in lesson time, conferencing and feedback provided by teacher, stimulus texts provided	Text – informative Technique – extended response Mode – written Conditions – individual, scaffolding provided, drafting in lesson time, conferencing and feedback provided by teacher, stimulus texts provided
		Aspect of Achievement Standard	Receptive modes (listening, reading and viewing) 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. 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	Receptive modes (listening, reading and viewing) 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. 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	Receptive modes (listening, reading and viewing) 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. 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	Receptive modes (listening, reading and viewing) 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. 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

	<p>manipulate sound combinations and rhythmic sound patterns.</p> <p>Productive modes (speaking, writing and creating) 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. 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> <p>Taught Assessed</p>	<p>listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p>Productive modes (speaking, writing and creating) 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. 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> <p>Taught Assessed</p>	<p>particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p>Productive modes (speaking, writing and creating) 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. 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> <p>Taught Assessed</p>	<p>particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p>Productive modes (speaking, writing and creating) 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. 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> <p>Taught Assessed</p>
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All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.

General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p>			
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Key	General capabilities	<ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 	<ul style="list-style-type: none"> Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 	Cross-curriculum priorities	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability
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Content descriptions for Year Two English Review for balance and coverage of content descriptions	Language	Semester 1		Semester 2	
		BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
	Language variation and change				
	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)		✓		
	Language for interaction				
	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)				
	Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)	✓	✓	✓	
	Text structure and organisation				
	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	✓	✓	✓	✓
	Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)		✓	✓	
	Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)		✓	✓	
	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)			✓	✓
	Expressing and developing ideas				
	Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)		✓	✓	
	Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)	✓	✓	✓	✓
Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)		✓	✓		
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)	✓	✓	✓	✓	
Phonic and word knowledge					

Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)	✓	✓	✓	✓
Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471)	✓	✓	✓	✓
Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)		✓	✓	✓
Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1823)	✓	✓	✓	✓
Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824)	✓	✓	✓	✓
Understand that a sound can be represented by various letter combinations (ACELA1825)	✓	✓	✓	✓
Literature	Semester 1		Semester 2	
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Literature and context				
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)		✓	✓	✓
Responding to literature				
Compare opinions about characters, events and settings in and between texts (ACELT1589)		✓	✓	
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)	✓	✓	✓	
Examining literature				
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)	✓	✓	✓	✓
Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)	✓			
Creating literature				
Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	✓		✓	
Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)	✓			
Literacy	Semester 1		Semester 2	
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Texts in context				
Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)		✓	✓	✓
Interacting with others				
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)		✓	✓	
Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)	✓	✓	✓	
Rehearse and deliver short presentations on familiar and new topics (ACELY1667)	✓		✓	
Interpreting, analysing, evaluating				
Identify the audience of imaginative, informative and persuasive texts (ACELY1668)	✓	✓	✓	✓
Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, re-reading and self-correcting (ACELY1669)	✓	✓	✓	✓
Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)	✓	✓	✓	✓
Creating texts				
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)	✓	✓	✓	✓
Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)		✓	✓	
Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)	✓	✓	✓	✓
Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)			✓	

Year Level Description	<p>The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.</p> <p>At this year level:</p> <ul style="list-style-type: none"> • understanding includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly and identifying and describing the relationship between addition and subtraction and between multiplication and division • fluency includes readily counting numbers in sequences, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations • problem-solving includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape • reasoning includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations and creating and interpreting simple representations of data. 			
	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
Unit Description	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • 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 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems. • 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. • Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. • Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — recall addition and subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems. • Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 & \$10 notes, count small collections of coins and notes • Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. • Using units of measurement — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, and cover surfaces to represent area, measure area with informal units. • Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects. • Location and transformation — interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, and count large collections. • Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems. • Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts. • Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars. • Location and transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems. • Fractions and decimals - identify halves, quarter and eighths of shapes and collections. • Patterns and algebra - describe number patterns, investigate addition pattern sequences. • Using units of measurement - directly compare mass of objects; use informal units to measure mass, length, area and capacity of objects and shapes; compare and order objects and shapes based on a single attribute; tell time to the quarter-hour. • Shape - draw and describe two-dimensional shapes, describe the features of three-dimensional objects. • Location and transformation - identify half and quarter turns, represent flips and slides, interpret simple maps. • Chance - predict the likelihood of an event based on data. • Data representation and interpretation - Use data to answer questions, represent data.
<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>				
Assessment	<p>Counting and calculating to and from 1000 <i>Short answer questions</i> Students count to and from 1000 and perform simple addition and subtraction problems using a range of strategies.</p> <p>Collecting and representing data <i>Short answer questions</i> Students collect, organise and represent data to make simple inferences.</p>	<p>Recognising the value of money and performing simple addition and subtraction calculations <i>Exam/Test</i> Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies.</p> <p>Number <i>Exam/Test</i> To describe number pattern, identify missing elements and tell time to the quarter hour.</p> <p>Investigating simple maps</p>	<p>Counting, multiplying and dividing <i>Short answer questions</i> Students count, model and represent numbers to and from 1000, represent multiplication by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems.</p> <p>Compare them Order them <i>Short answer questions</i> Students measure, compare and order several objects using uniform informal units.</p> <p>Using a calendar to identify dates, months and</p>	<p>Representing data and chance <i>Short answer questions</i> Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.</p> <p>Recognising two-dimensional shapes and three-dimensional objects <i>Short answer questions</i> Students draw two-dimensional shapes, recognise the features of three-dimensional objects.</p> <p>Explaining transformations</p>

			<p><i>Observation</i></p> <p>Students use simple strategies to reason and solve a location inquiry question.</p>	<p>seasons</p> <p><i>Short answer questions</i></p> <p>Students use a calendar to identify dates and the months included in seasons.</p>	<p><i>Short answer questions</i></p> <p>Students explain the effects of one-step transformations.</p>	
	Assessment Conditions	<p>Text - short answer questions</p> <p>Techniques - test</p> <p>Mode – written</p> <p>Conditions - individual, prior notice of assessment, working paper provided</p>	<p>Text – short answer questions, observation</p> <p>Techniques - test</p> <p>Mode - written</p> <p>Conditions – individual, prior notice of assessment, working paper provided, manipulatives provided</p>	<p>Text – short answer questions</p> <p>Techniques - test</p> <p>Mode - written</p> <p>Conditions – individual, prior notice of assessment, working paper provided, manipulatives provided</p>	<p>Text – short answer questions</p> <p>Techniques - test</p> <p>Mode - written</p> <p>Conditions - individual, prior notice of assessment, working paper provided</p>	
	Aspects of achievement Standard	<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>Taught Assessed</p>	<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>Taught Assessed</p>	<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>Taught Assessed</p>	<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>Taught Assessed</p>	
All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.						
	Moderation	<p>Consistency of teacher judgments</p> <p>Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>				
	General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p>				
	Key	<p>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 			<p>Cross-curriculum priorities</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 	

Content descriptions for Year Two Mathematics

Review for balance and coverage of content descriptions

Number and Algebra	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Number and place value				
Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (ACMNA026)	✓	✓		✓
Recognise, model, represent and order numbers to at least 1000 (ACMNA027)	✓	✓	✓	✓
Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)	✓	✓	✓	✓
Explore the connection between addition and subtraction (ACMNA029)	✓	✓	✓	✓
Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)	✓	✓	✓	✓
Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)	✓	✓	✓	✓
Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)	✓	✓	✓	✓
Fractions and decimals				
Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)		✓	✓	✓
Money and financial mathematics				
Count and order small collections of Australian coins and notes according to their value (ACMNA034)		✓	✓	✓
Patterns and algebra				
Describe patterns with numbers and identify missing elements (ACMNA035)	✓	✓		✓
Solve problems by using number sentences for addition or subtraction (ACMNA036)	✓	✓		✓
Measurement and Geometry	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Using units of measurement				
Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)	✓	✓	✓	✓
Compare masses of objects using balance scales (ACMMG038)				✓
Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039)		✓		✓
Name and order months and seasons (ACMMG040)	✓		✓	
Use a calendar to identify the date and determine the number of days in each month (ACMMG041)	✓		✓	✓
Shape				
Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042)		✓		✓
Describe the features of three-dimensional objects (ACMMG043)		✓		✓
Location and transformation				
Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)		✓		✓
Investigate the effect of one-step slides and flips with and without digital technologies (ACMMG045)			✓	✓
Identify and describe half and quarter turns (ACMMG046)			✓	✓
Statistics and Probability	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Chance				
Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047)	✓			✓
Data and representation				
Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048)	✓			✓
Collect, check and classify data (ACMSP049)	✓			✓
Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)	✓			✓

SCIENCE	1 hour/week	Year Level Description	<p>The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.</p> <p>Incorporating the key ideas of science</p> <p>From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.</p> <p>In Year 2, students describe the components of simple systems, such as stationary objects subjected to pushes or pulls, or combinations of materials, and show how objects and materials interact through direct manipulation. They observe patterns of growth and change in living things, and describe patterns and make predictions. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used. They use counting and informal measurements to make and compare observations and begin to recognise that organising these observations in tables makes it easier to show patterns.</p>			
		Unit Description	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
	Unit Description	<p>CHEMICAL Mix, make and use</p> <p>Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p>	<p>PHYSICAL Toy factory</p> <p>Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>	<p>BIOLOGY Good to grow</p> <p>Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p>	<p>EARTH & SPACE Save planet Earth</p> <p>Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p>	
	Assessment	<p>Adjusted 2021 Combining materials for a purpose <i>Experimental investigation</i></p> <p>Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.</p> <p>& 2021 Supplementary Test</p>	<p>Designing a toy <i>Experimental investigation</i></p> <p>Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.</p> <p>& 2021 Supplementary Test</p>	<p>Adjusted 2021 Exploring growth <i>Supervised assessment</i></p> <p>Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.</p> <p>& 2020 Supplementary Test</p>	<p>Using Earth's resources <i>Report</i></p> <p>Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations.</p>	
	Assessment Conventions	<p>Text – short answer questions Techniques - experimental investigation, test Mode - written Conditions - individual, prior notice of assessment, variety of materials supplied</p>	<p>Text - short answer questions Techniques – experimental investigation, test Mode - written Conditions - individual, prior notice of assessment, variety of materials supplied</p>	<p>Text – short answer questions Techniques - test Mode - written Conditions – individual, prior notice of assessment</p>	<p>Text - investigation Techniques – test Mode – written, oral Conditions – individual, prior notice of assessment, presented in class to an audience of peers</p>	
	Aspects of Achievement Standard	<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>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>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>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>	
	Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.					

		Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed
All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.					
Moderation	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.				
General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with:
Key	General capabilities Literacy Numeracy Information and Communication Technology (ICT) Capability			Cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability	
Content descriptions for Year Two Science Review for balance and coverage of content descriptions	Science Understanding	Semester 1		Semester 2	
		Unit 1	Unit 2	Unit 3	Unit 4
	Biological sciences				
	Living things grow, change and have offspring similar to themselves (ACSSU030)			✓	
	Chemical sciences				
	Different materials can be combined for a particular purpose (ACSSU031)	✓			
	Earth and space sciences				
	Earth's resources are used in a variety of ways (ACSSU032)				✓
	Physical sciences				
	A push or a pull affects how an object moves or changes shape (ACSSU033)		✓		
	Science as a Human Endeavour	Semester 1		Semester 2	
		Unit 1	Unit 2	Unit 3	Unit 4
	Nature and development of science				
	Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034)	✓	✓	✓	✓
	Use and influence of science				
	People use science in their daily lives, including when caring for their environment and living things (ACSHE035)	✓	✓	✓	✓
	Science Inquiry Skills	Semester 1		Semester 2	
		Unit 1	Unit 2	Unit 3	Unit 4
	Questioning and predicting				
	Pose and respond to questions, and make predictions about familiar objects and events (AC SIS037)	✓	✓	✓	✓
Planning and conducting					
Participate in guided investigations to explore and answer questions (AC SIS038)	✓	✓	✓	✓	
Use informal measurements to collect and record observations, using digital technologies as appropriate (AC SIS039)	✓	✓	✓	✓	
Processing and analysing data and information					
Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (AC SIS040)	✓	✓	✓	✓	
Evaluating					
Compare observations with those of others (AC SIS041)	✓	✓	✓	✓	
Communicating					
Represent and communicate observations and ideas in a variety of ways (AC SIS042)	✓	✓	✓	✓	

Year Level Description	<p>Our past and present connections to people and places The Year 2 curriculum extends contexts for study beyond the personal to the community and to near and distant places that students are familiar with or aware of, exploring connections between the past and present and between people and places. Students examine remains of the past in their local area, coming to understand how connections have changed the lives of people over time and space and how their community values and preserves connections to the past. They study where they are located in the world and how the world is represented on maps and through place names that reveal the history and value of these places. Students explore other cultures' connections to their local place and their own connections to distant places. Through a study of technological change, students see how they are both similar and different to people in the past and how they are connected to places near and far. The idea of citizenship is introduced as students think about how people are connected. The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance, continuity and change, cause and effect, place and space, interconnections and perspectives and action. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context. The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. Inquiry Questions A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.</p> <ul style="list-style-type: none"> • What does my place tell me about the past and present? • How are people connected to their place and other places, past or present? • How has technology affected daily life over time and the connections between people in different places? 	
	C2C Unit 1	C2C Unit 1
Unit Description	<p>Present connections to places</p> <p>Inquiry question: <i>How are people connected to their place and other places?</i></p> <p>Students:</p> <ul style="list-style-type: none"> • draw on representations of the world as geographical divisions and the location of Australia • recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another • 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 in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections • respond with ideas about why significant places should be preserved and how people can act to preserve them. 	<p>Impacts of technology over time</p> <p>Inquiry question: <i>How have changes in technology shaped our daily life?</i></p> <p>Students:</p> <ul style="list-style-type: none"> • investigate continuity and change in technology used in the home, for example, in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations • use information gathered for an investigation to develop a narrative about the past.
	<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>	
Assessment	<p>Assessment task — Present connections to places To explore the location and significant features of places and consider how people are connected to these and why they should be preserved. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • recognise that places can be described at different scales, and that the world can be divided into major geographical divisions • identify the features that define places and represent the location of places and their features on plans and labelled maps • sort, record and interpret geographical information and data to draw conclusions about how people are connected to places • reflect on their learning to suggest reasons why an important site should be preserved, and how it can be preserved. 	<p>2021 Adjusted Assessment task — Impacts of technology over time To interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • pose questions to investigate how changing technologies used for transport affected the lives of people over time • identify information from provided sources to answer questions posed • sequence familiar objects in chronological order to represent continuity and change • draw simple conclusions about continuities and changes to technologies used for transport and the impacts of change on the lives of people • present a narrative using terms denoting time.
Assessment Conventions	<p>Text – short answer questions Techniques - test Mode - written Conditions – individual, prior notice of assessment, given at checkpoints, source material provided</p>	<p>Text – short answer questions Techniques - research Mode – written, oral Conditions – individual, prior notice of assessment, source material provided</p>
Aspects of Achievement Standard	<p>By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are</p>	<p>By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales.</p>

	<p>connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.</p> <p>Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.</p> <p>Taught Assessed</p>	<p>Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.</p> <p>Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.</p> <p>Taught Assessed</p>		
All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.				
Moderation	<p>Consistency of teacher judgments</p> <p>Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>			
General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p> 	<p>Opportunities to engage with:</p> 		
Key	<p>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 	<p>Cross-curriculum priorities</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Content descriptions for Year Two Humanities and Social Sciences</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Review for balance and coverage of content descriptions</p>	<p>Knowledge and Understanding</p>	<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">Semester 1</p>	<p style="text-align: center;">Unit 2</p> <p style="text-align: center;">Semester 2</p>	
	<p>Our past and present connection to people and places</p>			
	The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)		✓	
	The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045)	✓		
	How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)		✓	
	The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047)	✓		
	The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048)	✓		
	The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)	✓		
	The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)	✓		
	The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)	✓		
	<p>Inquiry and Skills</p>	<p>Unit</p> <p style="display: flex; justify-content: space-around;">12</p>		
	<p>Questioning</p>			
	Pose questions about past and present objects, people, places and events (ACHASSI034)	✓	✓	
	<p>Researching</p>			
	Collect data and information from observations and identify information and data from sources provided (ACHASSI035)	✓	✓	
Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI036)	✓	✓		
Sequence familiar objects and events (ACHASSI037)		✓		
<p>Analysing</p>				
Explore a point of view (ACHASSI038)	✓			
Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039)	✓	✓		

	Interpret data and information displayed in pictures and texts and on maps (ACHASSI040)	✓	✓
	Evaluating and Reflecting		
	Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041)	✓	✓
	Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042)	✓	
	Communicating		
	Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI043)	✓	✓

THE ARTS	0.5 hour/week	Band Description	<p>In In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world.</p> <p>In the Foundation Year, students undertake The Arts appropriate for their level of development.</p> <p>They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making.</p> <p>As they experience the arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to artworks, students explore meaning and interpretation, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why.</p> <p>Students learn about safe practices in the arts through making and responding safely in the different arts subjects.</p> <p>They experience the role of artist and they respond to feedback in their art making. As an audience, they learn to focus their attention on artworks presented and to respond to artworks appropriately. In Foundation to Year 2, students learn to be an audience for different arts experiences within the classroom.</p> <p>In Media Arts, students:</p> <ul style="list-style-type: none"> become aware of structure, intent, character and settings in ideas and stories explore ideas and learn about composition, sound and technologies to construct stories learn how their ideas can be communicated through selecting and organising the elements of media arts. 	<p>In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world.</p> <p>In the Foundation Year, students undertake The Arts appropriate for their level of development.</p> <p>They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making.</p> <p>As they experience the arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to artworks, students explore meaning and interpretation, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why.</p> <p>Students learn about safe practices in the arts through making and responding safely in the different arts subjects.</p> <p>They experience the role of artist and they respond to feedback in their art making. As an audience, they learn to focus their attention on artworks presented and to respond to artworks appropriately. In Foundation to Year 2, students learn to be an audience for different arts experiences within the classroom.</p> <p>In Visual Arts, students:</p> <ul style="list-style-type: none"> become aware of visual conventions and learn to notice visual detail explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies learn about how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints.
		Unit Description	<p align="center">C2C Unit 3 Media Arts</p> <p>Family Portraits</p> <p>In this unit, students use digital manipulation to present alternative representations of family portraiture. Students will:</p> <ul style="list-style-type: none"> explore contemporary family portrait representations in the form of digital collage combining representations of family members to communicate relationships experiment with abstraction and media technology (photographing, selecting, copying, pasting, moving, resizing, rotating, grouping and adding sound) to manipulate existing images present manipulated images in digital or print form to share understanding of generational relationships describe and discuss the representation of family relationships in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples to respond to meaning and visual language. 	<p align="center">BSS Visual Arts</p> <p>What are you thinking</p> <p>In this unit students explore how changes in facial features, style and form communicate emotion in artworks. Students will</p> <ul style="list-style-type: none"> explore the visual language of portraiture and self-portraiture in artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists, and develop their own artworks. experiment with visual conventions (drawing photography) and observation to create artworks to communicate emotion. display artworks and share ideas about visual language choices they made in their artwork. describe and interpret emotion in their work.
		<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>		
		Assessment	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> communicate about media artworks they make and view, and where and why media artworks are made make and share media artworks using story principles, composition, sound and technologies. 	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> create an artwork that shows an emotion display artwork and share ideas about emotion with an audience describe artworks and talk about where and why artworks are made and presented
		Assessment Conventions	<p>Text – short answer questions Techniques - project Mode – written, visual, digital Conditions – individual, prior notice of assessment</p>	<p>Text - reflection Techniques – collection of work Mode – visual, written Conditions – individual, prior notice of assessment, stimulus material provided</p>
		Aspect of Achievement Standard	<p>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.</p> <p>Taught Assessed</p>	<p>By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.</p> <p>Taught Assessed</p>
		<p>All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.</p>		

	Moderation	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.			
General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	
	Key	General capabilities  Literacy  Numeracy  Information and Communication Technology (ICT) Capability		 Personal and Social Capability  Ethical Understanding  Intercultural Understanding  Critical and Creative thinking	Cross-curriculum priorities  Aboriginal and Torres Strait Islander Histories and Cultures  Asia and Australia's Engagement with Asia  Sustainability
Content descriptions for Years Prep to 2 ARTS Review for balance and coverage of Content Descriptions and Concepts in each unit	Years Prep to 2 Content Descriptions VISUAL ARTS				
	Explore ideas, experiences, observation and imagination to create visual artworks and design, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM106)				✓
	Use and experiment with different materials, techniques, technologies and process to make artworks (ACAVAM107)				✓
	Create and display artworks to communicate ideas to an audience (ACAVAM108)				✓
	Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)				✓
	Years Prep to 2 Content Descriptions MEDIA ARTS				
	Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)				✓
	Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)				✓
	Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)				✓
	Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057)				✓
	<i>Content Descriptions in each Arts subject focus on similar concepts and skills that across the bands, present a developmental sequence of knowledge, understanding and skills. The concepts for each subject are derived from the Content Descriptions and Achievement Standards, and are supported by The Arts viewpoints of contexts, knowledge, evaluations and judgments.</i>				