OVERVIEW OF EXPECTED OUTCOMES - TERM 2 – 2017

Oxley State School

YEAR 2	Expected Outcomes	Assessment	Week
English	**Unit 2: Reading, writing and performing poetry** Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience and explain why it is entertaining. **Unit 3: Exploring Informative Texts** Students read, view and listen to a range of literary and informative texts about various animals. They then create an informative text about a particular animal.	**Unit 2: Imaginative reconstruction of a poem** *Oral* Students create and present an imaginative reconstruction of a known poem to a familiar audience. **Unit 2: Reading and comprehension** *Written* To express a preference by identifying and comparing the text structure and language features in traditional poems. **Unit 3:Informative text** *Informative response — written* Students create an informative text. **PM/Probe:** Diagnostic reading assessment (Fiction)	Week 5 Week 5 Term 3, Week 3 TBA

Mathematics	Students develop understandings of: • Number and place value — recall addition & subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add & subtract single and two-digit numbers, solve addition & subtraction problems, represent multiplication, represent division, solve simple grouping & sharing problems • Fractions and decimals — represent halves & quarters of shapes, represent halves & quarters of collections, represent eighths of shapes & collections, describe the connection between halves, quarters & eighths, & solve simple number problems involving halves, quarters & eighths • 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 & notes Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, & solve simple number pattern problems • Using units of measurement — use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes & surfaces, cover surfaces to represent area, measure area with informal units. • Shape — recognise & name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes & 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	**Money and additive concepts** *Short answer questions* Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies.	Week 6
Science	**Good to Grow** Students will: • Examine how living things, including plants and animals, change as they grow. • Ask questions about, investigate and compare the changes that occur to different living things during their life stages, including similarities and differences between parents and their offspring. • Observe a class animal and plant and conduct other investigations, responding to questions and making predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.	**Assessment Summary** Written end of unit test: • Identify the life stages of a plant and animal • Draw, label and explain each life stage • Represent life stages in a storyboard	Week 10

History	**Exploring the impact of changing technology on people's lives** The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past). In this unit, students will: Examine changes in technology that have occurred over time Develop an understanding of the impact that technology has had on people's lives. Pose questions about artefacts, comparing and sequencing objects from the past and the present. **Incursion** Step Into History	**Assessment Summary** • Pose and answer questions about an artefact in the past and in the present. What has changed and stayed the same? • Sequence and list the features of an artefact that has changed over time. • Compare objects from the past and the present.	Week 9
Technology	**Farm Designer:** Students design and create a diorama of a farm using recycled materials. They then evaluate their design ideas and the processes they used to create their diorama.	**Assessment Summary** Design, create and evaluate a farm diorama.	Week 4
The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	**Music:** Building on skills being developed in term 1, students will continue to consolidate and extend their repertoire of more complex rhymes and songs. Students will sing songs in question and answer phrasing. Students will perform a 4 beat melodic ostinato using so, mi, la or do while others perform a known song. Students will recognise and correctly use repeat signs. Students will explore various form of music, using capital letters or other visual representations that structures are the same or different. **Dance: Kookaburra who stole the moon** Students will perform a Dance incorporating concepts of: Level and Space, Patterns and Pathways and, Creativity and Interpretation.	**Assessment Summary** Students improvise a rhythmic answer to a rhythmic question. Students will perform a 4 beat (s m l d) melodic ostinato while a known song is played/sung. Dance Performance - Create dance movements and sequences based on a narrative**.**	2-5 5-8 4
Health Physical Education	**'You Can Do It' program** **Catch Me If You Can:** Students will demonstrate dodging, jumping, hopping, jogging and running skills and test alternatives to evade others/objects in tagging games. Students will demonstrate strategies to work in groups and play fairly during tagging games.	National Curriculum Unit Checklist and Criteria	On-going

At Oxley State School teaching, learning and assessment are based on ACARA (Australian Curriculum) and State Schooling, Curriculum into the Classroom (C2C) documents.