



Ironsides State School

Year 2 Curriculum overview 2026

LA	Term 1	Term 2	Term 3	Term 4
English V9	Sharing ideas and responding to imaginative texts Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Students read, view and comprehend imaginative texts, including simple texts that support students’ transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry. Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue. Students engage in shared and independent writing and/or learning experiences in response to learning and texts. They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts.	Understanding and creating informative texts Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these. Students read, view and comprehend texts, including simple texts that support students’ transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations. Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose. Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.	Expressing opinions Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Students read, view and comprehend texts, including simple texts that support students’ transition to becoming independent readers, picture books, simple chapter books, and imaginative and informative short films and animations. Through texts, students explore how information is presented in different types of texts to suit their purpose and audience and explore how persuasive language is used to express opinions about texts and topics. Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.	Engaging with narrative texts 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 read, view and comprehend narrative texts, including simple texts that support students’ transition to becoming independent readers, picture books, and simple chapter books with events that span several pages. Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas. Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.
Mathematics V9	Number, Space, Statistics Students: • Use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems • locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways • build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models.	Number, Algebra, Measurement Students: • recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical language • use physical and virtual materials to represent, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems • use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • compare related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling • use uniform units to measure, compare and discuss the duration of events and read time on an analogue clock to the hour, half hour and quarter hour.	Number, Space Measurement Students: • identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of time • build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths) • compare and classify shapes, describing features using formal spatial terms • use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass • use and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • recognise that mathematics can be used to investigate curious things, to solve practical problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language.	Number and Algebra Students: • continue to build fluency for understanding using addition, subtraction and multiplication facts • extend understanding by partitioning and combining numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning • recognise types of patterns in different contexts such as increase and decreasing additively by a constant amount and identifying missing elements in the pattern • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations • develop a sense of equivalence, chance and variability when they engage in play-based and practical activities.
Science V9	Semester 1 Patterns in the Sky Students begin to recognise Earth as a planet within a larger celestial system as they view images of Earth in space, engage with different types of models of the solar system and identify celestial objects, including sun, moon and stars. They continue to build their understanding of patterns as they record the changing positions of the moon, sun and other stars, appreciating that these patterns can only be observed over extended periods of time, and some events in the sky are only visible during the day and others during the night. Students engage with ways people use patterns in the movement of celestial objects, for example: to navigate, or to make predictions about future appearances of stars and comets, planetary alignments or meteor showers. Students pose questions and make predictions about events. They begin to recognise that organising observations in provided tables or organisers makes it easier to identify and represent patterns, such as the appearance or position of the moon or changing shadow length across the day and further develop their use of scientific vocabulary to describe observed patterns.	Term 3 Changing materials Students manipulate materials, exploring effects of different actions, including bending, twisting, stretching and breaking into smaller pieces. They build on their understanding of properties of materials, using before and after observations to recognise that those properties stay the same when a material is physically changed. Students investigate physically changing materials to suit purposes, asking questions such as: ‘What material best suits a specific purpose and why?’ or ‘How can different materials be physically changed in similar ways?’ They engage with ways Aboriginal peoples and Torres Strait Islander peoples physically change natural materials, such as to make bowls, baskets and various fibre crafts. Through guided discussion, students begin to engage with procedures for safe tests and fair ways to measure something, for example, to compare the effects of pulling a material with different strengths. Students represent ways a material can be physically changed using digital tools as appropriate.	Term 4 Making sounds Students suggest and follow safe procedures to produce a variety of sounds using objects and actions, drawing connections between sound energy and vibration. They compare their observations of sounds with those of others to consider if we all sense sound in the same way. Students engage in guided discussions regarding how sound is used in everyday applications, such as: how music can be understood as patterns of sounds and how to use their body or instruments to create music; how traditional musical instruments are used by Aboriginal peoples and Torres Strait Islander peoples to produce unique sounds; examples of toys and digital tools that are voice activated; how sound-activated and voice-activated tools help people manage daily activities such as turning on lights and communicating with others. As they explore the effect of sound energy on objects, students develop their skills in using materials and equipment and making informal measurements. They engage with ways of presenting their findings using digital tools, such as sound recording or graphing and data apps, and build vocabulary for describing sound, such as loudness and pitch.	

HASS V8.4	Semester 1 Present connections to places (Duration: 16 weeks - start T1 W4) In this unit students will explore the following inquiry question: <i>How are people connected to their place and other places?</i> Students draw on representations of the world as geographical divisions and the location of Australia. They recognise that each place has a location on the surface of 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 peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections respond with ideas about why places are important to people and how they should be care for. <u>Achievement Standards</u> - Identifies the features that define places and recognises that places can be described at different scales. - Recognises that the world can be divided into major geographical divisions. - Describes how people in different places are connected and identifies factors that influence these connections. - Explains why places are important to people, recognising that places have meaning. - Pose questions about familiar and unfamiliar places and answer them by locating information from observations and from sources provided. - Represents data and the location of places and their features in tables and on labelled maps. - Interpret geographical information to draw conclusions. - Present findings in a range of texts. - Use simple geographical terms to describe the direction and location of places. <u>Assessment-Present connections to places</u> Purpose: To explore how people are connected to places and why places have meaning. They recognise major geographical divisions and scales of place and communicate findings using simple geographical language for direction and location, supported by maps, plans and tables.		Term 3 Impact of changing technology In this unit, students will investigate the following inquiry question: <i>How have changes in technology shaped our daily life?</i> Students will identify how and why the lives of people have changed over time while others have remained the same; sequence events in order; use sources provided to answer questions and compare objects from the past and present. Students will use a range of terms related to time in their responses. <u>Achievement standard Align these</u> - identify how and why the lives of people have changed over time while others have remained the same. - sequence events in order, using a range of terms related to time. - use sources provided to answer questions and to identify a point of view - compare objects from the past and present. <u>Assessment-Changing technologies</u> Purpose: To identify how some aspects of technologies have changed and some aspects have stayed the same over time and explain how and why changing technologies have affected the lives of people. Students will sequence technologies in chronological order using terms related to time to compare objects from the past and present.		Term 4 My local community Students will investigate the following key inquiry questions: <i>What aspects of the past can you see today? What do they tell us? What remains of the past are important to the local community? Why?</i> Students explore a local site of historical significance to learn how the past is reflected in their community. They pose questions, use observations and provided sources to find information, compare past and present, and use time language to sequence events. Students also consider different points of view about why places matter and explain why some sites should be preserved, culminating in a short historical inquiry presentation about the site <u>Achievement standard</u> - describe a person, site and/or event of significance in the local community - pose questions about the past and use sources provided to answer these questions and to identify a point of view - develop a narrative about the past using a range of texts. <u>Assessment-Exploring my local community</u> Purpose: To conduct a historical inquiry to investigate a significant site in a local community.	
	Technologies V8.4 Semester 1 Digital Detectives Students explore how digital systems help people learn, create and communicate. They identify familiar digital systems and explain how hardware and software work together for a purpose, including how input and output devices help us interact with technology. Students then investigate what it means to be online by learning how devices connect through networks and the internet, and they practise communicating safely and responsibly and identifying ways to protect personal information. To build problem-solving skills, students apply their understanding of algorithms by sequencing steps, testing and debugging solutions and using block coding.		Semester 2 Spin it Students investigate materials and components used in designed solutions and how different choices meet people’s needs. They generate and develop ideas to design a spinning toy, then plan and follow sequenced steps to make it using suitable shaping and joining techniques. Students work collaboratively to manage the project, test and refine their toy, and evaluate how well their final design meets the design brief and what they would improve next time.			
The Arts V9	<u>Music</u> Students deepen their understanding of music by exploring orchestral instrument families, focusing on their tone and timbre. Through a varied repertoire with a limited pitch range, students expand their composing and performing skills by developing rhythmic awareness, working with and using time names to represent crotchets, quavers, and crotchet rests, through simple time signatures. They build their compositional skills by writing on the staff using three pitches and refine their performance abilities through singing and playing in informal settings. They also explore accompaniment and perform ostinato accompaniments to familiar songs, strengthening their understanding of musical structure.		<u>Music</u> Students continue expanding their musical skills through singing, composition, and instrumental exploration. They build their vocal repertoire with limited-range songs and begin reading and performing simple melodies using notation. Their understanding of rhythm will deepen as they work with crotchets, quavers, and rests, and they will explore musical form and structure. They experiment with percussion instruments, body percussion, and rhythmic ostinatos, further developing their sense of beat, texture, and timbre. They explore music from different cultures, including First Nations Australian works, to gain a broader appreciation of how sound is created and used in different traditions. Ensemble skills are introduced through simple canon singing, Students share their learning in informal performance settings, building confidence in their musical abilities.			
	<u>Drama</u> Once Upon Another Time Students use Fairy tale characters as a stimulus to explore how familiar stories can be changed and retold from different perspectives. Through improvisation, role-play, and re-enactment, students will build their understanding of the elements of drama, particularly place, time, relationships, tension, space. They will create and perform drama in informal settings, developing imagination, collaboration, and expressive skills.		<u>Dance</u> Action stories Students use stories with action-rich content as a stimulus to explore how dance can represent characters, settings, and events. They develop short dance sequences using the elements of dance, focusing on body parts, body zones, body bases, locomotor movements, and space (including personal space and level). Students experiment with ways to move safely. They practise and refine fundamental movement skills and perform their dances in informal settings.	<u>Visual Arts</u> Strange World Students view space-inspired art and create their own mixed-media “alien planet” collage. They experience artworks by different artists, exploring how artists use colour, shape, line and texture to create mood and meaning. Students experiment in a visual arts portfolio—testing collage and painting techniques, trying materials in different ways, and recording ideas as they go. Students share their finished <i>Strange World</i> and explain the choices they made to bring their imaginative planet to life. <u>Media arts</u> Safe and sound Students explore how sound and images can communicate messages about school life and belonging to create a “No to Bullying” poster. They explore how sound and image can be used to communicate ideas using media language and media technologies. Students also view, describe and discuss how sound effects and audio are used in media artworks by others.		

HPE V9	<u>Physical Education</u> Swim and survive Students develop essential water safety skills, including entering and exiting the pool, gliding, submerging, and floating. They participate in a range of movement activities in water, focusing on applying fundamental movement skills and understanding how to move safely and effectively. Through different physical activities, students explore movement techniques, manipulate objects in water, and assess their effectiveness. They identify protective behaviours and help-seeking strategies to ensure their safety and the safety of others in aquatic environments. This unit promotes water confidence, skill development, and an understanding of the benefits of physical activity.	<u>Physical education</u> Track and field Through the continued development of fundamental skills, students participate in a range of different physical activities to explore the benefits of each and what they enjoy about them. They refine and extend locomotor skills such as running/track (3 phases of a race, relay baton change movement sequence), leaping (high jump scissor kick), jumping (modified long jump not assessed) and throwing (javelin - height and angle of release)	<u>Physical education</u> Throw, catch, hit and strike (Tee-ball) Students refine and extend their fundamental movement skills by practising throwing, catching, striking, and kicking objects in different movement situations. Through games, activities, and movement challenges, they develop greater control and coordination when manipulating objects and moving in space. Students apply rules to promote fair play, collaborate with others, and explore strategies to work effectively as a team. They investigate different movement techniques, assess their effectiveness, and apply their learning to improve performance in various physical activities.	<u>Physical education</u> Scooter boards Students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based scooter board challenges.
	<u>Health</u> I am safe Students explore safe and unsafe situations to develop an understanding of their responsibility in keeping themselves and others safe. They learn to recognise safety clues, assess risks, and identify the emotions they feel in different situations. Through discussions and activities, students practise protective behaviours and develop help-seeking strategies to respond to unsafe situations. They learn how to seek, give, or deny permission respectfully, promoting positive and respectful interactions with others.			<u>Health</u> Good choices Healthy me Students explore the importance of health information in making choices that support wellbeing. They examine health messages related to physical activity and nutrition, learning how these contribute to staying healthy. Through discussions and activities, students will investigate health messages and practices in their community and consider their purpose. They also describe ways to keep themselves and others healthy in different situations, developing an understanding of how informed choices impact daily life.
Languages V9	<u>Spanish</u> Students communicate basic personal information such as name, age and likes. They talk about familiar topics like family, animals and daily routines, and begin to notice simple language patterns.		<u>Spanish</u> Students ask and answer simple questions and express preferences with more confidence. They explore cultural traditions and everyday life in Spanish-speaking countries and compare them with their own.	