**Year 2**

**Science**

**Achievement Standards related to this unit**

**By the end of Year 2 students**

* describe how people use science in their daily lives and how people use patterns to make scientific predictions.
* pose questions to explore observed patterns or relationships and make predictions based on experience.
* suggest steps to be followed in an investigation and follow safe procedures to make and record observations.
* use provided tables and organisers to sort and order data and represent patterns in data.
* with guidance, compare their observations with those of others, identify whether their investigation was fair and identify further questions.
* use everyday and scientific vocabulary to communicate observations, findings and ideas.

**Science Content Descriptors + elaborations**

|  |
| --- |
| **Strand: Science inquiry**  |
| **Sub-strand: Questioning and predicting** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S2I01 | * posing questions about how local habitats, including those at home, at school
* making predictions about the relationship between endangered animals, location, temperature changes, etc
 |
| * **Sub-strand: Planning and conducting**
 |
| suggest and follow safe procedures to investigate questions and test predictions AC9S2I02 | * showing appropriate use of materials and equipment to others such as teachers, students or trusted adults and making suggestions about how to make an investigation safe or safer
* discussing ways they could conduct observations of animals safely
* following visual or verbal steps to conduct an investigation
* suggesting ways they could manipulate materials and tools they could use
 |
| make and record observations, including informal measurements, using digital tools as appropriate AC9S2I03 | * recording observations through text, drawing, counts, digital photography or video
* engaging in a guided discussion about how to measure something in a fair way
* exploring how digital tools can be used to make observations,
 |
| **Sub-strand: Processing, modelling and analysing** |
| sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S2I04 | * adding labels to a drawing or digital photograph to indicate key features,
* using a graphic organiser to sort images
* constructing simple column graphs and picture graphs with guidance to represent class investigations,
* completing a table to record
 |
| **Sub-strand: Evaluating** |
| compare observations with predictions and others’ observations, consider if investigations are fair and identify further questions with guidance AC9S2I05 | * comparing their observations and findings
 |
| **Sub-strand: Communicating** |
| write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary AC9S2I06 | * using learnt scientific vocabulary and structuring texts to sequence events, processes or ideas
* creating a class model of ecosystems in the local area
* making a collage to represent and display vegetation of the local area that supports wildlife
* presenting findings of investigations using charts, read-alouds, slideshows or displays using everyday and scientific vocabulary
 |

**Humanities and Social Sciences (HASS) Geography**

**HASS Achievement Standards related to this unit**

**Students**

By the end of Year 2, students

* identify the significance of a local person, group, place and/or building.
* identify that those places can be spatially represented in different geographical divisions.
* identify how people and places are interconnected both at local and broader scales.
* develop questions, and collect, sort and record related information and data from observations and provided sources.
* interpret information and data, and identify and discuss perspectives
* use interpretations to draw conclusions and make proposals.
* use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.

**HASS Content Descriptors + elaborations**

|  |
| --- |
| **Sub-strand: Geography** |
| how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales AC9HS2K03 | * identifying where they live in Australia, including in relation to their nearest capital city, the region and state/territory on a map and a globe
* investigating the natural places locally that provide recreation for families as well as habitats for local native and endangered species
 |
| the interconnections of First Nations Australians to a local Country/Place AC9HS2K04 | * listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place
* liaising with community to identify original language groups of First Nations Australians who belong to the local area and exploring the relationship between language, Country/Place and spirituality (this is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied)
* discussing when to use Acknowledgement of Country and Welcome to Country at ceremonies and events to respectfully recognise the Country/Place and Traditional Owners and Custodians of the land, sea, waterways, and sky
 |

**ENGLISH**

**English Achievement Standards related to this unit**

By the end of Year 2, students

* interact with others, and listen to and create spoken texts including stories.
* share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts.
* organise and link ideas, and use language features including topic-specific vocabulary and features of voice.
* read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events.
* describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features.
* create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.
* use text structures to organise and link ideas for a purpose.
* use topic-specific vocabulary.

**English Content Descriptors + elaborations**

|  |  |
| --- | --- |
| **Strand: Language** | **Year 2** |
| **Sub-strand: Language for interacting with others** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA02 | * exploring how language is used to appreciate texts using more precise vocabulary; for example, “I liked how the author described the setting because …”
* exploring verbs used to express degree of preference; for example, “liked”, “preferred”, “enjoyed”
* identifying First Nations Australian language words specific to Country/Place that help the reader to be specific when appreciating the setting in a text
 |
| **Sub-strand: Text structure and organisation** |
| identify how texts across the curriculum are organised differently and use language features depending on purposes AC9E2LA03 | * identifying the typical features of a text; for example, a typical introduction to a narrative or the use of dot points in instructions
* identifying that different types of texts might have different forms; for example, an expression of opinion might be in the form of a poster, email or brochure
* identifying the organisation and language features in texts such as narratives, recounts, information reports, simple procedures, expression of opinion and responses to texts and discuss their purposes
 |
| navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links AC9E2LA05  | * recognising how numbered chapters, organisation of tables of content and alphabetical order of indexes operate to support access to information
* exploring how the navigation tools of different websites can be used to locate information
 |
| **Sub-strand: Language for expressing and developing ideas** |
| understand that images add to or multiply the meanings of a text AC9E2LA08 | * identifying images and graphics in a text that add ideas or information not included in the written text; for example, a map or table in a factual text or an illustration in a story, which gives clues about the setting
* identifying visual representations of characters’ actions, reactions, speech and thought processes in narratives, and considering how these images add to or multiply the meaning of accompanying words
 |
| experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA09 | * selecting vocabulary appropriate to the topic to replace everyday language
* discussing new vocabulary encountered in learning area texts
* identifying words from First Nations Australians’ languages relevant to a topic
 |

|  |  |
| --- | --- |
| **Strand: Literature** | **Year 2** |
| **Sub-strand: Literature and contexts** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE01 | * recognising recurring characters in particular settings in texts by First Nations Australian authors
* exploring the way wide-ranging Australian authors and illustrators depict the Australian environments and the associated characters
 |
| **Sub-strand: Engaging with and responding to literature** |
| identify features of literary texts, such as characters and settings, and give reasons for personal preferences AC9E2LE02 | * discussing their feelings about the positive and negative behaviours of non-human characters, such as animals
 |

|  |
| --- |
| **Sub-strand: Examining literature** |
| discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways AC9E2LE03 | * comparing how similar characters or settings are described in texts from different contexts; for example, how the seasons are described
* identifying the language used to describe the landscape in First Nations Australians’ stories
 |
| **Sub-strand: Creating literature** |
| create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools AC9E2LE05 | * inventing some speech, dialogue or behaviour for a animal character related to the unit, which may include the use of video and audio tools, for an alternative event or outcome in the original text
* reviewing and developing sentences; for example, adding prepositional phrases such as “with a long tail” to improve descriptions
 |

|  |
| --- |
| **Strand: Literacy** |
| **Sub-strand: Texts in context** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| identify how similar topics and information are presented in different types of texts AC9E2LY01 | * reading a poem, narrative and informative text about native animals and discussing what is learnt
 |

|  |
| --- |
| **Sub-strand: Interacting with others** |
| use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions AC9E2LY02 | * exploring ways to comment on what others say, including using sentence starters such as “I like the way you …”, “I agree that …”, “I have a different thought …”, “I’d like to say something different …”
* demonstrating appropriate listening behaviours, responding to and paraphrasing a partner’s contribution to a discussion; for example, in think pair share activities
* asking relevant questions and making connections with personal experiences and the contributions of others
* understanding how to disagree or respectfully offer an alternative
 |
| **Sub-strand: Analysing, interpreting and evaluating** |
| identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03 | * identifying the purpose of texts written by First Nations Australian authors
* identifying the audience of posters, signs in native habitats, etc
 |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY05 | * listening for specific information and providing key facts or points from an informative or persuasive text
* listening and responding to detailed instructions
* integrating information from print, images and prior knowledge to make supportable inferences
* identifying the main idea of a text
* predicting vocabulary that is likely to be in a text, based on the topic and the purpose of the text;
* using prior knowledge to make and confirm predictions when reading a text
* using graphic organisers to represent the connections between characters, order of events or sequence of information
 |
| **Sub-strand: Creating texts** |
| create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words AC9E2LY06 | * creating written texts so that readers follow the sequence of ideas or events
* using vocabulary, including topic-specific vocabulary, appropriate to the purpose
* using digital tools to create texts
* editing by adding, deleting or changing vocabulary to improve a text; for example, replacing an everyday noun with a topic-specific one
 |
| create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary AC9E2LY07 | * preparing and delivering oral presentations using more formal language and specific vocabulary about content area topics
* sequencing ideas, points or events appropriately
* adjusting volume and tone when speaking in more formal situations
 |

**THE ARTS**

**Visual Arts (Yrs. 1 and 2)**

**THE ARTS Achievement Standards related to this unit**

By the end of Year 2, students

* identify where they experience visual arts.
* describe where, why and/or how people across cultures, communities and/or other contexts experience visual arts.
* experiment with visual conventions, visual arts processes and materials.
* make and share artworks in informal settings.

**The Arts Content Descriptors + elaborations**

|  |  |
| --- | --- |
| **Strand: Exploring and responding** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| explore where, why and how people across cultures, communities and/or other contexts experience visual artsAC9AVA2E01 | * identifying similarities and differences in artworks that represent subject matter or ideas they may be exploring in other learning areas; for example, exploring artworks that represent subject matter such as living creatures and their relationships with their environment
 |

|  |  |
| --- | --- |
| **Strand: Developing practices and skills** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01 | * playing with a range of natural and/or constructed materials to experiment with visual conventions and visual arts processes; for example, creating mud sculptures, or using sticks, leaves and playdough to explore texture
* unpacking a surprise bag of everyday tools and materials, and working silently in small groups to make something within limitations; for example, using materials of only one colour or making sculptural forms from paper or cardboard using only folding and tearing processes
* using Viewpoints to develop questions to reflect on their arts experiences; for example, “What was challenging about working in a limited timeframe?”, “What was something new that I discovered about the material?”, “What failures led to new discoveries?”
* identifying the difference between open lines and closed shapes; digitally filling a selection or colour block using a collage of closed shapes to form silhouettes of recognisable objects, people or other living things
* examining artworks and trialling “layer + layer + layer” as a way of building surfaces, colour, texture and interest; for example, experimenting to create a layered world with pastels, then watercolour, ink and wax, and once the experiment is completed, identifying how each material could be used in a future artwork
* exploring visual conventions using a wide range of materials; for example, creating lines using media such as pastels, chalk, paint, ripped paper, textiles and markers; or going on a “line hunt” to identify and photograph the different lines they see around their school environment using a digital camera, or creating rubbings
 |

|  |
| --- |
| **Strand: Creating and making** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| use visual conventions, visual arts processes and materials to create artworksAC9AVA2C01 | * using a combination of chaotic/accidental mark-making with more detailed intentional mark-making; for example, using blobs of paint with added outlines and detail, and using imagination and creativity to build on the shapes to see what emerges
* using Viewpoints to develop questions as they experiment with arrangement and rearrangement to shuffle visual conventions, subject matter and materials around a designated area and to deliberately change the meaning of a visual story; for example, “What happens if I make the subject fill the page?” or “Can I change the meaning of my work by using darker or lighter tones?”
* using visual brainstorming to build ideas for artworks and using Viewpoints to develop questions to push ideas further; for example, “What happens if I combine these ideas?”, “How can I adapt this idea?”, “What happens if I remove part of this design?”
* creating a relief print through nature-printing, or creating collagraphs by creating a raised textured surface by using glue, thread/string and textured paper to create monoprints; cutting these shapes out and making a collage to create a recognisable form, such as a face or an animal
* using 3D construction (sculpture) methods to represent subject matter or ideas being explored in another learning area; for example, building on their understanding of living things as a starting point to use modelling materials such as potato clay and found objects to represent the life cycle of an insect
* using a combination of digital art and analog art-making, such as using photography or drawing apps for painting and drawing, to create a collaged abstract work that represents feelings and emotions; for example, responding with colour, line and shape to music to create work that communicates how the music makes them feel
 |

|  |  |
| --- | --- |
| **Strand: Presenting and performing** | **Years 1–2** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| share artworks and/or visual arts practice in informal settingsAC9AVA2P01 | * presenting an artwork they have made to the class, a small group or their teacher and explaining what they like about it
* creating a spontaneous and experimental artwork and only showing a small portion of it to their audience as they dramatise the making of the work; or using unlikely objects for brushes, testing colours and “brush” strokes using expressive movements, and applying a cardboard “window” frame as a flourish across the finished painting to find the most “successful section”, trimming away the remainder and concluding the performance by cutting a “window frame” from paper to frame their final selection for display
* using an everyday object as the starting point, drawing the object, then personifying it by adding character qualities, attributes and a name; then taking it in turns to match each student’s artwork with the appropriate object, explaining how they arrived at their decision
* deciding on an appropriate audience and ways to share their artworks; for example, sharing with the class a work-in-progress or posting their work on a school learning management system to allow their families to see and appreciate it
 |