Year Two- Learning and Assessment Unit Work for Semester 1

The following highlights the Learning and Assessment expectations for Semester 1

In addition to Unit work, One Mile State School uses a comprehensive suite of diagnostic resources to help students achieve.

The below learning and assessment will be reported on in Semester 1 Report Cards.

<table>
<tr><td rowspan="4">English</td><td>Sharing ideas and responding to imaginative texts

Students engage with a range of imaginative texts that use language in different ways to present characters and settings.</td></tr>
<tr><td>Assessment: 1.1
To share ideas and express an opinion about a familiar character and their traits.</td></tr>
<tr><td>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.</td></tr>
<tr><td>Assessment:
Reading and viewing
2.1 To read, view and comprehend a simple informative text, and explore how a similar topic is presented in an imaginative text.
Writing and creating
2.2 To create a written and multimodal informative text.</td></tr>
<tr><td rowspan="3">Mathematics</td><td>Term 1 - Students develop understandings of:
Number
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
Space
locate and identify positions on maps and use familiar mathematical language
Statistics
build the foundations for statistical inquiry by choosing questions based on interests when collecting, representing and interpreting data, and recognising features of different representations</td></tr>
<tr><td>Assessment:
Locating features and using maps
Using data to answer a question</td></tr>
<tr><td>Term 2 - Students develop understandings of:

Number and Algebra
recognise that mathematics can be used to investigate things students are curious about, to solve addition and subtraction problems and model everyday situations, describing thinking and reasoning using familiar mathematical language
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
use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different</td></tr>
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	calculation strategies to find solutions • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations • partition collections, shapes and objects into equal parts and build a sense of fractions **Measurement** • use uniform units to measure, compare and discuss the duration of events • reads time on an analog clock to the hour, half hour and quarter hour
	Assessment: • *Partitioning and renaming two- and three-digit numbers and using mathematical modelling to solve a problem* • *Using a calendar and reading time on an analog clock* • *Understanding and recalling facts*
Science	**Good to grow** Students examine how living things, including plants and animals, change as they grow. They will ask questions about, investigate and compare the changes that occur to different living things during their life stages.
	Assessment: • Student draw and describe the life stages of a living thing and compare observations between the life stages of two living things.
	Save planet Earth Students investigate Earth's resources. They describe how Earth's resources are used & 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 & explain actions that can be taken to conserve Earth's resources, & 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 & Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.
	Assessment: Report Students identify different uses of one of Earth's resources & describe ways to conserve it. They use informal measurements to make observations.
HASS	**Australia Past and Present** 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 to identify a point of view and draw simple conclusions. Students sequence familiar objects and events in order in tables. They reflect on their learning to suggest ways to care for places and sites of significance.
	Assessment: Students explain how technology has shaped daily life and investigate an important historical place. Part A – Technology over time Part B – Investigate an important place

The Arts	In Media Arts, students: • 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.
	Assessment: Students create and develop a folio of works in Media arts as assessment.
Technology	**Grow, grow, grow** Food and fibre production and Food specialisations Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food product from garden produce. Students apply processes and production skills, in: · investigating how food and fibre are grown to meet human needs · generating and developing design ideas for a functional growing environment · producing a simple drawing that represents their design · evaluating their design and presentation processes, using personal preferences · collaborating by working with others and managing by following sequenced steps for the project. **Assessment:** Design solutions to help a farmer. Make a sequence of steps using garden produce.
Physical Education **Health**	**Swimming** Students participate in swimming lessons.
	Assessment: Students are assessed on swimming technique and water safety.
	Catch me if you can! Students identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement (acceleration, deceleration, dodging).
	Assessment: Observations and assessment of practical skills.
	Good choices, healthy me Students examine health messages related to the health benefits of physical activity, nutritious dietary intake & maintaining good personal hygiene habits to help them stay healthy. Students describe actions that keep themselves & others healthy in different situations. Students: • understand the meaning of being healthy • recognise situations & opportunities to promote health • understand the relationship between personal actions & being healthy • identify & explain actions related to health messages • recognise situations & opportunities to promote healthy choices • explore actions that help make their classroom a healthy & active place • identify & explore natural & built environments in their local community where physical activity can take place • understand how to use the decision- making steps to select & make healthy choices.

	Assessment: Short answer questions The assessment will gather evidence of the student's ability to: • examine messages related to health decisions & describe actions that help keep themselves & others healthy.

For further information: please contact your classroom teacher or specialist teacher.