



## Year Two- Learning and Assessment Unit Work for Semester 2, 2021

**The following highlights the Learning and Assessment expectations for Semester 2 2021.**

In addition to Unit work, One Mile State School uses a comprehensive suite of diagnostic resources to help students achieve. These resources help teachers form a picture of each child's developmental needs.

These may include:

Progressive Achievement Tests in Reading and Numeracy – completed online.

Reading Benchmarks – Running Records and individual reading conferences. (you may have heard this referred to as a reading level or number)

LEM Phonics program

Show Me – Maths testing following The Gympie Maths Alliance resources.

Various screening devices conducted when appropriate by support staff.

**The below learning and assessment will be reported on in Semester 2 Report Cards.**

English	<p><b>Exploring procedural text</b> Students listen to, read &amp; view a range of literary imaginative texts that contain certain structural elements &amp; language features that reflect an informative text. Students create, rehearse &amp; present a procedure in front of their peers.</p>
	<p><b>Exploring informative texts</b> Students read, view &amp; listen to a range of texts to comprehend &amp; compare the text structures &amp; language features of imaginative &amp; informative texts. Students create an informative text with a supporting image.</p>
	<p><b>Assessment:</b> Poster/ multimodal presentation Students create, rehearse &amp; present a multimodal procedure.</p>
	<p>Writing an informative text Informative response – written Students create an informative text with a supporting image.</p>
English	<p><b>Exploring plot &amp; characterisation in stories</b> Students explore a variety of stories in picture books &amp; from other cultures to explore how stories use plot &amp; characterisation to entertain &amp; engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.</p>
	<p><b>Assessment:</b> Create a digital multimodal text Poster/multimodal presentation Students write an imaginative event to add to a familiar narrative &amp; support the event with appropriate images that match the text.</p>
Mathematics	<p><b>Students continue to develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• Number &amp; place value — count to &amp; from 1000, represent three-digit numbers, compare &amp; order three-digit numbers, partition three-digit numbers, read &amp; write three-digit numbers, recall addition number facts, identify related addition &amp; subtraction number facts, add &amp; subtract with two-digit numbers, represent multiplication &amp; division, use multiplication to solve problems, &amp; count large collections.</li> <li>• Fractions &amp; decimals — divide shapes &amp; collections into halves, quarters &amp; eighths, solve simple fraction problems.</li> <li>• Money &amp; financial mathematics — count collections of coins &amp; notes, make &amp; compare money amounts, read &amp; write money amounts, compare money amounts.</li> <li>• Using units of measurement — compare &amp; order objects, measure length, area &amp; capacity using informal units, identify purposes for calendars, explore seasons &amp; calendars.</li> <li>• Location &amp; transformation — describe the effect of one-step transformations including turns, flips &amp; slides, &amp; identify turns, flips &amp; slides in real world situations.</li> </ul>
	<p><b>Assessment:</b> Counting, multiplying &amp; dividing Short answer questions Students count, model &amp; represent numbers to &amp; from 1000, represent multiplication by grouping into sets. They</p>

	<p>divide collections &amp; shapes into halves, quarters &amp; eighths &amp; solve problems.</p> <p>Ordering shapes &amp; objects using informal units Short answer questions Students measure, compare &amp; order several objects using uniform informal units.</p> <p>Using a calendar to identify dates, months &amp; seasons Short answer questions Students use a calendar to identify dates &amp; the months included in seasons.</p> <p><b>Students continue to develop understandings of:</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number &amp; place value - recall addition &amp; subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit &amp; two-digit numbers, add three-digit numbers &amp; subtract two-digit numbers, identify related addition &amp; subtraction facts, use place value to solve addition &amp; subtraction problems.</li> <li>• Fractions &amp; decimals — identify halves, quarter &amp; eighths of shapes &amp; collections.</li> <li>• Using units of measurement — directly compare mass of objects, use informal units to measure mass, length, area &amp; capacity of objects &amp; shapes, compare &amp; order objects &amp; shapes based on a single attribute, tell time to the quarter hour.</li> <li>• Shape — draw &amp; describe two-dimensional shapes, describe the features of three-dimensional objects.</li> <li>• Location &amp; transformation — identify half &amp; quarter turns, represent flips &amp; slides, interpret simple maps.</li> <li>• Chance — predict the likelihood of an event based on data.</li> <li>• Data representation &amp; interpretation — Use data to answer questions, represent data.</li> </ul> <p><b>Representing data &amp; chance</b> Short answer questions Students describe outcomes for everyday events, collect, organise, represent &amp; make sense of collected data &amp; make simple inferences.</p> <p><b>Recognising two-dimensional shapes &amp; three-dimensional objects</b> Short answer questions Students draw two-dimensional shapes, recognise the features of three-dimensional objects.</p> <p><b>Explaining transformations</b> Short answer questions Students explain the effects of one-step transformations.</p>
<p><b>Science</b></p>	<p><b>Good to grow</b> Students examine how living things, including plants &amp; animals, change as they grow. They ask questions about, investigate &amp; compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples &amp; Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals &amp; plants in their everyday lives. They conduct investigations including exploring the growth &amp; life stages of a class animal &amp; plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, &amp; represent &amp; communicate observations &amp; ideas.</p> <p><b>Assessment:</b> Students describe &amp; represent the changes to a living thing in its life stages. They compare the life stages of two different living things.</p> <p><b>Save planet Earth</b> Students investigate Earth's resources. They describe how Earth's resources are used &amp; 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 &amp; explain actions that can be taken to conserve Earth's resources, &amp; 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 &amp; Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p> <p><b>Assessment:</b> Using Earth's resources Report Students identify different uses of one of Earth's resources &amp; describe ways to conserve it. They use informal measurements to make observations.</p>

<b>HASS</b>	<p><b>Impacts of technology over time</b>          Inquiry questions:          How have changes in technology shaped our daily life?          Students:</p> <ul style="list-style-type: none"> <li>investigate continuity &amp; change in technology used in the home, for example, in toys or household products</li> <li>compare &amp; contrast features of objects from the past &amp; present</li> <li>sequence key developments in the use of a particular object in daily life over time</li> <li>pose questions about objects from the past &amp; present</li> <li>describe ways technology has impacted on peoples' lives making them different from those of previous generations</li> <li>use information gathered for an investigation to develop a narrative about the past.</li> </ul>
	<p><b>Assessment:</b> - Impacts of technology over time          To interpret, compare &amp; sequence objects from the past &amp; present &amp; 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"> <li>pose questions to investigate how changing technologies used for transport affected the lives of people over time</li> <li>identify information from provided sources to answer questions posed</li> <li>sequence familiar objects in chronological order to represent continuity &amp; change</li> <li>draw simple conclusions about continuities &amp; changes to technologies used for transport &amp; the impacts of change on the lives of people</li> <li>present a narrative using terms denoting time.</li> </ul>
<b>The Arts</b>	<p><b>Shape dance</b>          Students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus.          Students:</p> <ul style="list-style-type: none"> <li>explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships)</li> <li>use fundamental movement skills to develop technical skills when practising dance sequences</li> <li>present dance sequences that communicate ideas about shapes and objects to an audience</li> <li>respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.</li> </ul>
	<p><b>Assessment:</b>          Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe the effect of the elements in dance they make, perform and view and where and why people dance using two-dimensional shapes and three-dimensional objects</li> <li>make and perform dance sequences using the elements of dance and the stimulus of two-dimensional shapes and three-dimensional objects to represent their ideas</li> <li>perform dance safely to develop technical skills to communicate ideas about shapes to an audience.</li> </ul>
	<p><b>Family portraits</b>          In this unit, students use digital manipulation to present alternative representations of family portraiture.          Students will:</p> <ul style="list-style-type: none"> <li>explore contemporary family portrait representations in the form of digital collage combining representations of family members to communicate relationships</li> <li>experiment with abstraction and media technology (photographing, selecting, copying, pasting, moving, resizing, rotating, grouping and adding sound) to manipulate existing images</li> <li>present manipulated images in digital or print form to share understanding of generational relationships</li> <li>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.</li> </ul>
	<p><b>Assessment:</b>          Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>communicate about media artworks they make and view, and where and why media artworks are made</li> <li>make and share media artworks using story principles, composition, sound and technologies.</li> </ul>

<b>Digital Technology</b>	<p><b>Computers - Handy helpers</b> Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They:</p> <ul style="list-style-type: none"> <li>• recognise and explore how digital and information systems are used for particular purposes in daily life</li> <li>• collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li> <li>• describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts</li> <li>• develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems</li> <li>• work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li> </ul>
	<p>Assessment of student learning will be gathered in an online sharing space from three tasks. Students will:</p> <ul style="list-style-type: none"> <li>• identify how common digital systems (hardware and software) are used to meet specific purposes</li> <li>• use digital systems to represent simple patterns in data in different ways</li> <li>• collect familiar data and display them to convey meaning</li> <li>• design solutions to simple problems using a sequence of steps and decisions</li> <li>• create and organise ideas and information using information systems and share information in a safe online environment.</li> </ul>
<b>Health</b>	<p><b>Our culture</b> Students learn to:</p> <ul style="list-style-type: none"> <li>• recognise the influences that shape personal, family &amp; classroom identities</li> <li>• examine how different characteristics make people, families &amp; classrooms unique</li> <li>• recognise similarities &amp; differences between individuals &amp; within a group</li> <li>• identify the feelings people experience when included in groups &amp; excluded from groups</li> <li>• recognise that people have different strengths &amp; achievements</li> <li>• recognise ways to show respect towards others' similarities &amp; differences.</li> </ul>
	<p><b>Assessment:</b> Project Students complete an assignment. They read the personal profiles of individuals from diverse backgrounds &amp; explore their identity to produce a picture book describing themselves &amp; their cultural identity.</p>
	<p><b>Stay safe</b> Students explore safe &amp; unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations &amp; explore the emotions they feel in response to safe &amp; unsafe situations. Students consider different aspects of sun safety &amp; how they can promote their health, safety &amp; wellbeing. Students:</p> <ul style="list-style-type: none"> <li>• understand their personal responsibility in staying safe</li> <li>• understand how to stay safe in the wider community</li> <li>• recognise the clues that can be used to recognise safe &amp; unsafe situations</li> <li>• understand the emotions they feel in response to safe &amp; unsafe situations</li> <li>• identify strategies &amp; actions that can be used by students to keep themselves safe &amp; ask for help if necessary</li> <li>• examine sun safe strategies to promote their own health, safety &amp; wellbeing.</li> <li>• This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</li> </ul>
	<p><b>Assessment:</b> Collection of work The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• describe changes that occur as they grow older</li> <li>• identify how emotional responses impact on others' feelings</li> <li>• select and apply strategies to keep themselves healthy safe and be able to ask for help with a task or problems.</li> </ul>

	<p><b>Save the World</b> In this unit, students explore a range of songs, rhymes and chants based on the theme of Earth's resources as stimulus for music making and responding.</p>
<b>Music</b>	<p><b>Assessment:</b> Composing – Students compose a song about the environment based on the melody of a known song (I Hear Thunder). Performing – With a partner, students perform a song about the environment with one student singing and the other student performing an ostinato on claves. Responding – Students communicate about the music they listen to, make and perform and where and why people make music.</p>
<b>Physical Education</b>	<p><b>Ball Striking, Throwing and Catching</b> Students play modified games and activities involving a bat, small ball games, throwing, catching and evasion with a large ball. These include; striking a stationary ball with a bat, under and overarm throwing to a target, and catching. With a touch football these include; passing and catching, evading taggers and scoring a try.</p>
	<p><b>Assessment:</b> Practical assessment challenge and observation during unit</p>
	<p><b>Swimming</b>  Students participate in swimming lesson in Term 4.</p>
	<p><b>Assessment:</b> Students are assessed on swimming technique and water safety.</p>

### Email contact information

#### Classroom teachers:

2W Rachael Walker [rbrow446@eq.edu.au](mailto:rbrow446@eq.edu.au)

2A Audrey Ayres [aayre13@eq.edu.au](mailto:aayre13@eq.edu.au)

2C Michael Shannon [mwsha0@eq.edu.au](mailto:mwsha0@eq.edu.au)

#### Specialist Teachers:

Music: Desley Meads [dmead12@eq.edu.au](mailto:dmead12@eq.edu.au)

Health and PE: Andrew Martin [amart94@eq.edu.au](mailto:amart94@eq.edu.au)

Arts: Julia Tidy [jtidy7@eq.edu.au](mailto:jtidy7@eq.edu.au)

