



School Curriculum
and Standards
Authority



Year 2

Curriculum content



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Introduction

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. The curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

Year 2 curriculum content

The *Western Australian Curriculum and Assessment Outline* (the *Outline*):

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students from Kindergarten to Year 10
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 2 includes:

- guiding principles of teaching, learning and assessment
- the Year 2 English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts content, including the General Capabilities and Cross-curriculum Priorities
- the Year 2 English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts Year level descriptions
- a student diversity statement.

Learning areas and subjects

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 2. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 2. It is a requirement that students study a performance arts subject (Dance, Drama or Music) and a visual arts subject (Media Arts or Visual Arts).

English

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

English provides opportunities for children to learn through a blend of developmentally appropriate intentional approaches, including play-based learning, inquiry and explicit teaching.

In Year 2, children act with intentionality and agency to explore how English, as the shared language of the learning environment, can be used to share ideas, thoughts and opinions with familiar audiences for different purposes. An emphasis on literacy is encapsulated in a holistic approach to learning where key ideas and concepts in a range of learning areas are presented in culturally and phase-appropriate ways. Children should have recurring and cumulative opportunities to develop their knowledge and understanding of the symbolic representations associated with written language. They interact with others to develop a sense of wellbeing as they investigate interpersonal language choices to communicate for different purposes and to meet their personal needs and interests.

Critical literacy is integral to the English curriculum. It is developed when children actively question, analyse and evaluate the texts they engage with. In Year 2, children learn to identify the purpose and audience of imaginative, informative and persuasive texts.

Children engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of print, oral and digital stories; rhyming verse, poetry, songs and chants; media, online and digital texts; dramatic performances; spoken texts; chapter books; non-fiction texts; and texts used by children as models for creating their own texts. As children transition to become independent readers, they continue to develop their decoding and comprehension skills, using a range of texts, including:

- texts for different purposes that support children to build literal and inferred meaning
- literary texts that may include sequences of events that span several pages, unusual happenings within a framework of familiar experiences, and images that extend meaning
- texts that include language features, such as varied sentence structures, some unfamiliar vocabulary, an increasing bank of high-frequency words, and words that need to be decoded using phonic and morphemic knowledge, and a range of punctuation conventions
- informative texts which present new content about topics of interest and topics introduced in other learning areas and that may include illustrations and diagrams that extend the text.

Children create spoken, written, visual and multimodal texts whose purposes may be imaginative, informative and persuasive. These texts may include retells or adaptations of stories, recounts of events or experiences, procedures, narratives, reports of learning area content, responses (including reviews and personal reflections), persuasive arguments/expositions, dramatic performances and poetry. These texts are created for familiar audiences. Children make choices about texts according to their interests and curiosities.

Content descriptions

Language

Language for interacting with others

- Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions
- Explore how language can be used for appreciating texts and providing reasons for preferences

Text structure, organisation and features

- Explore how texts across learning areas are organised differently and use language features depending on purposes
- Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred
- Navigate print and digital texts using chapters, table of contents, indexes, sidebar menus, drop-down menus or links

Language for expressing and developing ideas

- Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction
- Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups
- Understand that images add to or multiply the meanings of a text
- Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context
- Recognise that capital letters are used in titles and commas are used to separate items in lists

Phonic and word knowledge

- Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words
- Use phoneme–grapheme (sound–letter) relationships and patterns, when blending and segmenting to read and write words of one or more syllables
- Understand that a sound can be represented by various letter combinations
- Use phoneme–grapheme (sound–letter) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters, when reading and writing words of one or more syllables, including compound words
- Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words
- Build morphemic word families using knowledge of prefixes and suffixes

Literature

Literature and contexts

- Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators

Engaging with and responding to literature

- Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences

Examining literature

- Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways
- Identify, reproduce and experiment with rhythmic sound and word patterns in literary texts, including stories, poems, chants, rhymes and songs

Creating literature

- Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools

Literacy

Texts in context

- Identify how similar topics and information are presented in different types of texts

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

Analysing, interpreting and evaluating

- Identify the purpose and audience of imaginative, informative and persuasive texts
- Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in a range of texts for different purposes

Creating texts

- Plan, 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 correct spelling of some common two-syllable words
- Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace
- Write words legibly and with growing fluency using unjoined lower- and upper-case letters
- Use features of digital tools to create or add to texts

Health and Physical Education

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Health and Physical Education provides opportunities for the enhancement of the social and emotional development of children so that they build strong relationships, can work with others and develop a positive sense of self.

In Year 2, children explore personal qualities and factors that contribute to and influence identities. They understand the importance of communication skills and how these can be used when responding to unsafe situations. Children focus on how their social interactions, sense of self and relationships change over time, and explore a variety of strategies and behaviours to keep safe and healthy. They further develop social skills, becoming aware of the feelings of others in different situations and demonstrating positive ways to respond to others. Opportunities are provided to further explore health messages in the media and the ways they influence a healthy, active lifestyle.

Children are introduced to new fundamental movement skills, consolidate previously learnt skills and explore ways to select, transfer and apply simple movement skills. They learn about how the body responds to physical activity and the changes that occur during exercise. Children are provided with opportunities to work collaboratively and develop skills to make positive choices and play fairly with others in physical activity challenges.

Content descriptions

Personal, social and community health

Personal identity and change

- Personal strengths, qualities and achievements, and how they contribute to developing identities
- The body's reactions to emotions, and strategies to help manage these reactions

Staying safe

- Protective behaviours and communication skills to respond to unsafe situations
- Strategies to use when help is needed
- Strategies to use when needing to seek, give or deny permission are practised

Healthy and active communities

- Strategies and behaviours that promote health and wellbeing
- Ways health messages are communicated in the media and how they can influence personal health choices
- Actions that keep people safe and healthy

Interacting with others

- Ways to interpret the feelings of others in different situations to help develop respectful relationships as individuals grow older

Movement and physical activity

Movement skills

- Introduce fundamental movement skills:
 - Body management
 - forward roll
 - Locomotor
 - jump (height)
 - side gallop
 - Object control
 - one-handed strike
 - hand dribble
 - ball bounce and catch
- Apply and consolidate movement skills previously learnt through game and play situations
- Movement skills that combine the elements of effort, space and time

Understanding movement

- Physical, mental and emotional responses to physical activity
- Physical changes to the body when exercising
- Importance of rules and fair play in partner or group activities, and in a range of minor games and physical activities

Interpersonal skills

- Positive choices when participating in group activities

Humanities and social sciences

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Humanities and Social Sciences provides opportunities for children to make sense of their world through experimentation, exploration and play.

In Year 2, children have a natural curiosity about their physical, social and technological world. Children are provided with a holistic and integrated curriculum through which they build, design, problem-solve, represent and reflect on new learning in ways that are meaningful to them. Children engage in a range of intentional learning experiences to investigate different ways of collecting information and/or data from sources such as observations, books, people and photos. They learn how narratives can be used to communicate and represent their changing understandings in multiple ways.

The concepts of place, space and interconnection are expanded through exploring the links with people and places. The ways that Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, and Australia's interconnections with Asia and the world, allow children to explore the hierarchy of geographical scale. They further develop a mental map of the world and of where they are located in relation to other places.

Children are given the opportunity to develop their historical understanding through the key concepts of continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the history of their local area and why the past is important to the local community, and therefore worthy of preservation.

Content descriptions

Knowledge and understanding

Geography

People are connected to many places

- The location of the major geographical divisions of the world in relation to Australia
- How people and places interconnect across Australia, Asia and the world
- The ways in which Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, the names and meanings given to local features and places
- How places can be defined on a variety of geographical scales

History

The past in the present

- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past
- The importance today of a historical site or place and why it has heritage significance and cultural values for present generations
- The impact of changing technology on people's lives and how the technology of the past differs from the technology used today

Humanities and Social Sciences skills

Questioning and researching

- Reflect on current understanding of a topic
- Pose and respond to reflective questions about objects, people, places and events in the past and present
- Locate information from a variety of provided sources
- Sort and record selected information and/or data

Analysing

- Process information and/or data collected
- Explore and discuss points of view

Evaluating

- Draw conclusions based on information and/or data
- Participate in decision-making processes

Communicating and reflecting

- Present findings in a range of communication forms, using relevant terms
- Reflect on learning and respond to findings

Languages

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

Chinese: Second Language

Year level description

Year 2 Chinese: Second Language builds on the skills, knowledge and understanding required to communicate in the Chinese language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in Chinese, interacting orally with their teacher and peers to exchange information about themselves, the members of their family, their classmates and friends. They participate in guided group activities, including sorting familiar and common Chinese characters according to their formation. Students identify and convey key points of information to complete guided tasks in a range of simple spoken and visual texts related to their personal worlds. They locate factual information about their personal worlds in written texts and convey information using modelled language. Students respond in oral form to simple Chinese stories, songs and rhyme, reproducing rhythm and sound patterns to express feelings. They create short imaginative written texts, captioning or labelling images with familiar words and simple modelled sentences.

Students become familiar with the systems of the Chinese language, reproducing the tones of Chinese with increasing accuracy. They identify some characters that make up words and understand that each character has a meaning. Students notice and use context-related vocabulary and begin to use some first elements of grammar such as using the third person to introduce others, to generate language for a range of purposeful interactions.

Students recognise that all languages, including Chinese, continuously change over time through contact with each other and through changes in society. They understand similarities and differences between aspects of Chinese and Australian cultural practices and related language use.

In Year 2 students learn Chinese in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.

Content descriptions

Communicating

Socialising

- Interact orally with the teacher and peers, using simple modelled language and gestures to exchange information about themselves, the members of their family, their classmates and friends, for example, 我有弟弟, 你呢? ;我爱我的妈妈;她叫 Anna;我的朋友叫 Simon;她七岁;他喜欢黑色和绿色;他有两只兔子
- Follow simple instructions including, 排队;请坐;合上书; 不要说话
- Interact with simple written texts, including labelling images, copying characters from a provided list and sorting familiar and common Chinese characters according to their formation

Informing

- Identify and convey key points of information using learnt key words and phrases to complete guided tasks in a range of simple spoken and visual texts related to their personal worlds
- Locate factual information about their personal worlds in texts and convey information using modelled language, visual and contextual cues

Creating

- Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements orally about characters or themes
- Create short written imaginative texts using simple characters from charts and word lists, labels, captions and short sentences to describe characters or key events in planning a story

Translating

- Identify equivalent or similar Chinese words, expressions or phrases for familiar objects or terms in English, to develop vocabulary

Reflecting

- Notice aspects of Chinese language and culture that are 'new' or 'interesting'
- Observe how relationships influence language use and their own identity

Understanding

Systems of language

- Understand that *Pinyin* has tones and reproduce the tones with increasing accuracy
- Explain the use of *Pinyin* as a learning tool to reflect the sound of Chinese spoken language
- Identify characters that make up words such as 老/鼠 (lǎo/shǔ)
- Understand that words such as 熊猫 (xióng māo) have two characters, with each character having a meaning and that sometimes there may be one, two or more characters to form one word

- Notice and use context-related vocabulary and begin to use some first elements of grammar to generate simple spoken and written texts for a range of purposes, including:
 - that Chinese sentences have a particular word order, for example, 我爱妈妈 is about 'I' and 妈妈爱我 is about 'Mum'
 - using the third person to introduce others
 - describing people using adjectives, for example, body parts 头、头发、眼睛、眉毛、鼻子、耳朵、身体、嘴巴、腿, adjectives 大、小、长、短、胖、瘦 and colours 黑色、棕色
- recognising and using sentences to describe, for example, 我的眉毛很长; 他的头发很短; 她有黑色的头发; 我有两只棕色的眼睛
- Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose

Language variation and change

- Understand that Chinese speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom

Role of language and culture

- Recognise that all languages, including Chinese continuously change through contact with each other and through changes in society

French: Second Language

Year level description

Year 2 French: Second Language builds on the skills, knowledge and understanding required to communicate in the French language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in French, interacting with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participate in guided group activities, taking turns, exchanging and negotiating, or respond to teacher talk and instruction in French. Students identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks and convey factual information about their personal worlds. They engage with a range of imaginative texts through shared reading, collaborative retelling and performance and create stories and perform imaginative scenarios.

Students become familiar with the systems of the French language, reproducing the sounds and rhythms of spoken French, experimenting with the pronunciation of vowel combinations and explaining similarities and differences to English. They recognise and begin to write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and understand some first elements of grammar such as the French subject-verb-object structure, to generate language for a range of purposeful interactions.

In Year 2 students recognise that all languages, including French, continuously change over time through contact with each other and through changes in society. They understand similarities and differences between aspects of French and Australian cultural practices and related language use.

Students learn French in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.

Content descriptions

Communicating

Socialising

- Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, *Lundi, je mange une pomme; Mon anniversaire, c'est le trente mars; Bonne fête, Hafiz !; Joyeux Noël !; Aujourd'hui, il fait beau*
- Participate in guided group activities, simple tasks, transactions and games, taking turns, exchanging and negotiating, using simple language such as in the game *Au marché - Donne-moi deux pommes, s'il te plaît; Donne-moi deux pommes et trois carottes...*
- Respond to teacher talk and instruction, for example, *C'est à toi ? Non, c'est à moi*

Informing

- Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds
- Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language

Creating

- Participate in listening to, viewing and reading a range of imaginative texts and responding through action, performance, shared reading and collaborative retelling
- Create stories and perform imaginative scenarios, through role play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language

Translating

- Translate for others what they can express in French, interpreting simple expressions and songs and explaining how meanings are similar or different in English or other known languages

Reflecting

- Recognise similarities and differences between aspects of French and Australian cultural practices and related language use

Understanding

Systems of language

- Reproduce the sounds and rhythms of spoken French, noticing how they are represented in words and symbols and explaining similarities and differences to English
- Experiment with the pronunciation of vowel combinations *ou, eu, au*
- Recognise and begin to write high-frequency words and expressions in familiar contexts

- Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:
 - understanding the French subject-verb-object structure for example, *Ma famille est grande; Il a deux amies* and the different patterns of adjective-noun order with some common adjectives coming before and some coming after the noun, for example, *le grand chien; la jolie fille; le papillon rose*
 - noticing definite and indefinite articles in singular or plural forms, for example, *la fille, le concert, les croissants; un chapeau, une chaise; des amis*, including the *l'* form for nouns beginning with a vowel or letter h, for example, *l'hiver, l'école*
 - recognising and using some prepositions in simple sentence structures, for example, *Elle est devant la maison; Je suis sous la chaise*
 - developing number knowledge for ordinal numbers, for example, *premier, deuxième*
 - developing language related to time (hour), months of year and days of week, for example, *Il est dix heures; Mardi je vais à l'école; C'est le vingt mars*
 - using singular forms of common verbs in the present tense, for example, *Je suis chinois; Tu as trois frères; Il aime le football; Papa est grand* and some forms of irregular verbs such as *aller, venir* and *faire*
 - using simple questions and statements, for example, *Qu'est-ce que c'est ?; Qui est-ce ?*
- Understand that language is organised as 'text', that takes different forms and uses different structures and features to achieve its purpose

Language variation and change

- Understand that French speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom, for example, *Pardon, Monsieur Falcon; Je suis désolé ...*

Role of language and culture

- Recognise that all languages, including French, change continuously over time through contact with each other and through changes in society

German: Second Language

Year level description

Year 2 German: Second Language builds on the skills, knowledge and understanding required to communicate in the German language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in German, interacting with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participate in guided group activities, taking turns and forming groups, or respond to teacher talk and instruction in German. Students identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks and convey factual information about their personal worlds. They engage with a range of imaginative texts through shared reading, collaborative retelling and performance and create stories and perform imaginative scenarios.

Students become familiar with the systems of the German language, reproducing the sounds and rhythms of spoken German and beginning to apply punctuation rules. They recognise and begin to write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposeful interactions such as gaining awareness of vocabulary referring to time and describing people, animals or objects.

In Year 2 students recognise that all languages, including German, continuously change over time through contact with each other and through changes in society. They understand similarities and differences between aspects of German and Australian cultural practices and related language use.

Students learn German in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.

Content descriptions

Communicating

Socialising

- Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, *Ich gehe zur Schule. Ich spiele Fußball; Ich mag tanzen; Wochentage; Monate; Ich esse Frühstück; Mein Geburtstag ist am 25. März; Alles Gute zum Geburtstag, Gregor!; Frohe Weihnachten*
- Participate in guided group activities, simple tasks, transactions and games such as *Hatschi Patschi, Hier ist Platz, Lotto* and *Stille Post* and associated language such as in taking turns and forming groups using numbers or colours, for example, *Wer ist dran?; Ich bin dran; Blau ist hier; Gruppe 2 ist hier*
- Respond to teacher talk and instruction, for example, *Seid ihr bereit? Wer ist dran? Bin ich dran? Du bist an der Reihe*

Informing

- Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds
- Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language

Creating

- Participate in listening to, viewing and reading a range of imaginative texts and respond through action, performance, shared reading and collaborative retelling
- Create stories and perform imaginative scenarios, through role-play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language

Translating

- Translate for others what they can express in German, interpreting simple expressions and songs and explain how meanings are similar or different in English or other known languages

Reflecting

- Recognise similarities and differences between aspects of cultural practices and related language use in German-speaking countries and Australia

Understanding

Systems of language

- Reproduce the sounds and rhythms of spoken German, understanding that although German and English use the same alphabet, there are additional symbols in German such as the *Eszett* (β) and the *Umlaut* to alter the pronunciation of particular vowels (\ddot{a} , \ddot{o} , \ddot{u})
- Begin to apply punctuation rules in German such as capital letters, full stops and question marks
- Recognise and begin to write high-frequency words and expressions in familiar contexts

- Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes including:
 - describing people, animals or objects using *bin/bist/ist* and an adjective, for example, *Ich bin klein; Der Bär ist braun; Das Buch ist neu*
 - understanding and using some question words and the intended/related answer in limited contexts, including *was* (an object), *wer* (a person), *wie* (manner), *wo* (a place), *wann* (a time) and *wie viele* (quantity)
 - understanding the location or origin of a person or object such as *hier, links* and *rechts* and prepositions such as *auf, aus, hinter, in, neben* and *unter*
 - gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0–50 and *mehr, weniger, viel/e, nichts* and *kein/e*
 - gaining awareness of vocabulary referring to time such as days, months, time of day and o'clock time, for example, *Morgen; Nachmittag; Mittag; Es ist drei Uhr*
 - using simple modelled questions and statements such as *Das ist mein Bleistift; Ich habe einen Bruder*
- Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose

Language variation and change

- Understand that German speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom, for example, *Entschuldigen Sie, Herr Steiner; Es tut mir leid ...*

Role of language and culture

- Recognise that all languages, including German, change continuously through contact with each other and through changes in society

Indonesian: Second Language

Year level description

Year 2 Indonesian: Second Language builds on the skills, knowledge and understanding required to communicate in the Indonesian language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in Indonesian, interacting with the teacher and peers in routine exchanges such as asking each other how they are, offering wishes and to talk about events in the day and over the year. They use repetitive and formulaic language to participate in guided group activities, simple tasks and transactions. Students identify key points of information in simple spoken, written or digital texts to complete guided tasks. They engage with a range of imaginative texts through shared reading, collaborative retelling and performance and create stories and perform imaginative scenarios.

Students become familiar with the systems of the Indonesian language, reproducing the sound of the vowels and the letters *c* (*ch*) and trilled *r*. They recognise and begin to write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposeful interactions such as using noun-adjective phrases to describe the characteristics of a person, place or thing.

In Year 2 students recognise that all languages, including Indonesian, continuously change over time through contact with each other and through changes in society. They explore how Indonesian speakers use language differently in different situations and according to cultural norms.

Students learn Indonesian in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.

Content descriptions

Communicating

Socialising

- Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and to talk about events in the day and over the year, for example, *Saya tinggi dan lucu; Saya mau makan apel; Selamat pagi, Bu! Apa kabar? Baik; Sampai jumpa!; Ulang tahun saya tanggal 25 Juni; Selamat Hari Natal dan Tahun Baru!; Ibu saya cantik*
- Participate in guided group activities, simple tasks and transactions and games, taking turns, exchanging and negotiating, using simple language
- Respond to teacher talk and instruction and ask for clarification or assistance using simple questions, statements and gestures

Informing

- Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds
- Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language

Creating

- Participate in listening to, viewing and reading a range of imaginative texts and respond through action, performance, shared reading and collaborative retelling
- Create stories and perform imaginative scenarios, through role-play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language

Translating

- Translate for others what they can express in Indonesian, interpreting simple expressions and songs and explaining how meanings are similar or different in English or other known languages

Reflecting

- Recognise similarities and differences between aspects of Indonesian and Australian cultural practices and related language use

Understanding

Systems of language

- Reproduce the sound of the vowels and the letters *c (ch)* and trilled *r* and reproduce spelling of simple, high-frequency words
- Notice that statements, commands and questions have different intonations
- Recognise and reproduce loan words from English and begin to write high-frequency words and expressions in familiar contexts

- Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:
 - describing possession using word order in familiar phrases, for example, *Nama saya...; Ibu saya ...*
 - describing actions using simple verbs, for example, *makan, duduk, minum, suka, tidur, bermain*
 - interacting using auxiliary verbs, for example, *ada, mau, boleh, bisa*
 - using different question words and the anticipated answer, for example, *Siapa?; Apa?; Berapa?; Di mana?*
 - using imperatives to tell others to do something, for example, *Duduk, Lipat tangan, Tepuk tangan*
 - referring to numbers of things using cardinal numbers, for example, *nol-sepuluh, puluh, belas*
 - recognising joining words or phrases using conjunctions, for example, *dan, tetapi*
 - referring to things using demonstratives *ini* and *itu*, for example, *Ini buku*
 - describing the characteristics of things using noun-adjective phrases, for example, *buku merah, anjing besar, kucing saya kecil, Bapak saya tinggi, saya pendek, Ibu saya lucu*
 - *negating verbs and adjectives using tidak*
- Understand that language is organised as ‘text’ that takes different forms and uses different structures and features to achieve its purpose

Language variation and change

- Understand that Indonesian speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom

Role of language and culture

- Understand that all languages, including Indonesian, change continuously through contact with each other and through changes in society

Italian: Second Language

Year level description

Year 2 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in Italian, interacting with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participate in guided group activities, taking turns, exchanging and negotiating, or respond to teacher talk and instruction in Italian. Students identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks and convey factual information about their personal worlds. They engage with a range of imaginative texts through shared reading, collaborative retelling and performance and create stories and perform imaginative scenarios.

Students become familiar with the systems of the Italian language, noticing similarities and differences with English in pronunciation and intonation. They recognise and begin to write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and understand some first elements of grammar such as using simple verbs to describe actions in formulaic expressions to generate Italian for a range of purposeful interactions.

In Year 2 students recognise that all languages, including Italian, continuously change over time through contact with each other and through changes in society. They understand similarities and differences between aspects of Italian and Australian cultural practices and related language use.

Students learn Italian in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.

Content descriptions

Communicating

Socialising

- Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, *Martedì, io vado al cinema; Il mio compleanno è il venticinque marzo; Buon compleanno Mauro! Tanti auguri!; Buon Natale!; Oggi fa bel tempo/piove*
- Participate in guided group activities, simple tasks, transactions and games, taking turns, exchanging and negotiating, using simple language
- Respond to teacher talk and instruction, for example, *Siediti/Sedetevi, per favore; Apri il quaderno!; Chiudi/Chiudete la porta!; Tira la palla; Tocca a te!*

Informing

- Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds
- Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language

Creating

- Participate in listening to, viewing and reading a range of imaginative texts and responding through action, performance, shared reading and collaborative retelling
- Create stories and perform imaginative scenarios, through role play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language

Translating

- Translate for others what they can express in Italian, interpreting simple expressions and songs and explaining how meanings are similar or different in English or other known languages

Reflecting

- Recognise similarities and differences between aspects of Italian and Australian cultural practices and related language use

Understanding

Systems of language

- Reproduce the sounds and intonation patterns of the Italian language, noticing that words with accents stress the final letter such as *Papà* and *città*
- Notice similarities and differences with English in pronunciation and intonation
- Recognise and begin to write high-frequency words and expressions in familiar contexts

- Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:
 - noticing and using definite and indefinite articles with nouns
 - noticing that adjectives are used to describe people, objects or places and are usually placed after the noun, for example, *la giornata lunga; la torta grande/deliziosa*
 - exploring how to use singular and plural forms
 - understanding different words for asking questions, for example, *Chi?; Quando?; Quanti?*
 - identifying people using pronouns, for example, *io, tu, lui, lei*
 - learning simple verbs to describe actions and using them in formulaic expressions, for example, *Mi piace ballare; Ti piace andare al parco?*
 - using simple conjunctions such as *e*
 - responding to imperatives, for example, *Silenzio!; Alzate la mano!*
 - using cardinal numbers for dates and ages
 - using vocabulary for months of the year
 - developing number knowledge for numbers 0–50
- Understand that language is organised as ‘text’ that takes different forms and uses different structures and features to achieve its purpose

Language variation and change

- Understand that Italian speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom, for example, *Mi scusi signor Falcone; Mi dispiace ...*

Role of language and culture

- Recognise that all languages, including Italian, change continuously through contact with each other and through changes in society

Japanese: Second Language

Year level description

Year 2 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in Japanese, interacting with the teacher and peers, using simple language and gestures, to talk about friends and family members. They use repetitive and formulaic language to participate in guided group activities, simple tasks and transactions. Students identify key points of information in simple spoken, written or digital texts to complete guided tasks. They respond to Japanese versions of stories they are familiar with or Japanese folktales and compare and contrast these with texts they are familiar with. Students create or re-create simple imaginative texts such as Japanese songs, poems or rhymes.

Students become familiar with the systems of the Japanese language, beginning to recognise and copy the 46 basic *hiragana* characters using supports such as mnemonics and by playing games to reinforce learning. Students are also exposed to a few high-frequency *kanji* when they relate to the learning context.

In Year 2 students recognise that all languages, including Japanese, continuously change over time through contact with each other and through changes in society. They explore Japanese expressions that do not readily translate into English and Japanese cultural practices that are not commonly used by English speakers.

Students learn Japanese in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.

Content descriptions

Communicating

Socialising

- Interact with the teacher and peers, using simple formulaic structures, expressions and gestures to talk about friends and family members, for example, かぞくは六人です。おとうさんとおかあさんとおねえさんとぼくといもうととあかちゃんです。いもうとは五さいです。おかあさんは、やさしいです。おとうさんはくるまがすきです。
- Participate in guided group activities, simple tasks, transactions and games, using simple, repetitive language
- Respond to teacher talk and instruction, for example, たって/すわって/かいて/みて/よんで/きいて ください

Informing

- Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds
- Convey factual information about their personal worlds using simple statements, modelled language and support materials

Creating

- Respond to Japanese versions of familiar children's stories and Japanese folk tales, comparing expressions at key points in the stories with English-language versions or other known stories, and re-enacting with puppets, props or actions, for example, おおきなかぶ、ももたろう
- Create or recreate simple songs, poems and rhymes using familiar words and modelled language utilising non-verbal forms of support, such as clapping, gestures and facial expressions

Translating

- Identify Japanese expressions that do not translate readily into English, for example, おべんとう、せんせい、～さん/くん/ちゃん
- Identify Japanese cultural practices that are not commonly used by English speakers, for example, using two hands for giving and receiving and まる/ばつ (○×)

Reflecting

- Recognise similarities and differences between aspects of Japanese and Australian cultural practices and related language use

Understanding

Systems of language

- Reproduce sounds, rhythms and intonation patterns of spoken Japanese
- Produce and represent basic units of sound in the three different scripts
- Recognise and copy the 46 basic *hiragana*, using support such as mnemonic clues
- Identify known *hiragana* within a word and use that to predict the meaning

- Recognise and copy a few high-frequency *kanji* and *kana* such as numbers and pictographs (basic, high frequency *kanji* where the picture reflects the meaning) such as 山、川、口、目、上
- Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:
 - indicating affirmative and negative responses using はい / いいえ; ちがいます
 - using some culturally specific parallel phrases related to giving and receiving, for example, どうぞ; ありがとう
 - learning to use common onomatopoeia such as ペコペコ, わんわん
 - beginning to use counters in Japanese, for example, ~人、~さい
 - understanding how to specify items using the possessive particle の, for example, わたしのかぞく; おばあさんのいえ
 - describing people, animals, places and things using adjective–noun phrases, for example, 大きい目; おいしいもも
- Understand that language is organised as ‘text’ that takes different forms and uses different structures and features to achieve its purpose

Language variation and change

- Understand that Japanese speakers use language differently in different situations and according to cultural norms, such as when at home with the family or in the classroom, for example, おはよう/ おはようございます; 行ってらっしゃい; ってきます; ただいま; おかえり; なに?/なんですか

Role of language and culture

- Recognise that all languages, including Japanese, change continuously through contact with each other and through changes in society

Mathematics

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Mathematics provides opportunities for children to learn through a variety of means, including play and experimentation. Concrete materials are used to explore and visualise concepts, developing content knowledge and understanding of the symbolic representations associated with Mathematics.

Children engage in a range of approaches to learning through the proficiencies of understanding, fluency, problem-solving and reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed.

In Year 2, children extend their knowledge of the number system beyond three digits. They connect place value and partitions to calculation strategies and apply these to model real-world situations that are relevant to them. Children broaden their awareness of how Mathematics occurs in the world around them as they explore the relationship between dollars and cents and their value, continue to develop an understanding of measurement attributes, including area, and tell time to the hour, half- and quarter-hour on analog and digital clocks. In familiar contexts, children build on their understanding of chance, comparing the likelihood of familiar chance events, and collect, compare and display data to answer a question of interest.

Content descriptions

Number and algebra

Understanding number

- Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0–99 sequence of digits and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point
- Explore different ways to represent and partition two- and three-digit numbers, including in groups of 10 and 10 groups of 10 to make 100, using concrete materials, numbers and symbols
- Explore the relationship between addition and subtraction with small collections using part-part-whole knowledge, numbers and symbols
- Recall addition and subtraction facts to 10
- Explore multiplication and division using repeated addition, equal grouping and arrays
- Recognise, describe and create halves, quarters and eighths by repeatedly halving a physical whole or a collection

Understand equalities and inequalities

- Use the equality symbol to indicate the same value in number sentences involving addition and subtraction

Patterns and relationships

- Recognise and continue increasing or decreasing additive patterns with collections and numbers, and identify missing elements in a pattern

Calculating with number

- Add and subtract one- and two-digit numbers, using a range of strategies

Financial mathematics

- Explore and describe the relationship between dollars (\$) and cents (c) and their value in the contexts of spending, saving and donating

Modelling with number

- Identify and represent real-world situations involving addition, subtraction, simple multiplication or division using objects or diagrams labelled with numbers and symbols that match the actions in the situation. Interpret the meaning of answers in context

Measurement and geometry

Two-dimensional space and structures

- Identify and draw two-dimensional shapes and describe their similarities and differences using formal spatial language
- Estimate, measure and compare lengths by choosing appropriate uniform informal units and placing end to end without gaps or overlaps
- Explore and directly compare the areas of two shapes by superimposing one over the other

- Explore quarter-, half- and full turns in everyday situations
- Locate positions and pathways on simple maps of familiar locations

Three-dimensional space and structures

- Manipulate, visualise and name familiar three-dimensional objects, informally describe features and connect to common uses
- Estimate, measure and compare the capacities of different containers using uniform informal units

Non-spatial measurement

- Estimate and compare masses of objects using balance scales and uniform informal units
- Tell time to the hour, half- and quarter-hour on analogue and digital clocks. Identify the date and determine the duration between two events in days using a calendar

Probability and statistics

Probability

- Classify familiar events involving chance as being 'possible' or 'impossible' and using the everyday language of chance to compare the likelihood of them happening

Statistics

- Describe and interpret real-life data represented in lists, tables and one-to-one block and picture graphs
- Choose and answer questions of interest by collecting and comparing categorical data. Display data using lists, tables and one-to-one block and picture graphs

Science

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Science provides opportunities for children to use their senses to observe and gather information, describe, make comparisons, sort and classify to create an order that is meaningful.

In Year 2, children explore the life cycles of plants and animals and the ways in which they grow, change and produce offspring. They build on their understanding of the properties of materials to recognise the purposes they serve and how the properties change when materials are combined. Children learn that Earth is a planet in the solar system that orbits a star (the Sun). They recognise that sound energy is produced by a variety of sources.

Children build on their experiences of the physical world by engaging in guided investigations to explore ideas and answer questions. They make and record observations using informal measurements, and sort and order data using provided tables. They compare their observations with their predictions and identify further questions. Children use scientific vocabulary to explain observed phenomena and make decisions in their environment.

Content description

Science understanding

Biological sciences

- Plants and animals have life cycles through which they grow, change and have offspring

Chemical sciences

- Materials can be combined for a particular purpose

Earth and space sciences

- Earth is a planet in the solar system that orbits a star (the Sun)

Physical sciences

- Sound energy is produced by a range of natural and human-made sources and can be sensed

Science inquiry

Questioning and predicting

- Pose questions and make predictions based on knowledge and experiences

Planning and conducting

- Engage in guided investigations to answer questions, test predictions, and assess risks
- Make and record observations, including informal measurements

Processing, modelling and analysing

- Sort and order data using provided tables and represent data using visual or physical models

Evaluating

- Compare observations to predictions and identify further questions for investigation

Communicating

- Communicate observations, ideas, and findings using everyday and scientific vocabulary

Collaborating and applying

- Use science knowledge and understandings to make decisions and choices in their environment

Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 2. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

Design and Technologies

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.

Design and Technologies provides opportunities for children to explore ways people use selected technologies to create familiar products and environments to meet local needs and develop an understanding of the importance of managing design in creating products, systems or environments.

In Year 2, children are provided opportunities to create solutions in at least one of the following Design and Technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations, and Materials and technologies specialisations. Children explore ideas for design opportunities for a known user, such as a family member, and produce products using given equipment and technologies to safely create the designed solution. They have opportunities to create a range of solutions through guided learning and in collaboration with peers.

Children begin to develop design thinking skills by conceptualising possible solutions as a drawing, model, or sequence of steps in a process, and ways to control the use of selected technologies. They explore ways to manage and solve problems through discussion, planning, sharing of ideas and working with others to develop designed solutions and create products, systems or environments.

Content descriptions

Contexts

Engineering principles and systems

- Force can move objects within a system

Food and fibre production

- Food and fibre are produced in different seasons and environments

Food specialisations

- Staple foods from local sources are used to create a range of food products

Materials and technologies specialisations

- Materials can be combined to produce a product for a specified purpose

Technologies and society

- People use selected technologies to make familiar products and environments to meet local needs

Design thinking skills

Project management

- Plan, share ideas and work with others to develop a solution for a known user

Investigating and defining

- Explore ideas and design opportunities for a known user

Designing

- Design solutions through discussion, drawing, modelling and/or a sequence of steps

Producing and implementing

- Use given equipment and technologies to safely create a preferred solution

Evaluating

- Use personal preferences and the needs of the known user to evaluate the solution

Digital Technologies

Year level description

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.

Digital Technologies provides opportunities for children to explore digital systems and digital technologies use, while developing an understanding of what the internet is, participating in digital contexts safely and developing foundational skills in computational thinking.

In Year 2, children are provided opportunities to apply computational thinking by creating and following algorithms that include a sequence of instructions and decisions, and by using digital systems to produce solutions. Through investigation and practice, they develop confidence in representing data in different ways. Children discover how information systems meet information, communication and/or recreational needs. They explore the concept that personal data may be safely shared online with specific people using trusted platforms, while practising how to safely access their school account.

Children develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices. They have the opportunity to create a range of solutions through guided learning and in collaboration with peers.

Content descriptions

Digital systems

- Digital systems, including hardware devices and software, are used for an identified purpose

Data representation

- Data can have patterns and may be represented as diagrams, symbols, numbers and words

Privacy and security

- Some personal data may be safely shared online with specific people using trusted platforms
- Independently access their school account with a recorded username and password, and log out

Digital implementation

- Create an algorithm (sequence of steps) including decisions made by the user
- Follow algorithms (sequence of steps) including decisions made by the user

Design thinking skills

Project management

- Plan, share ideas and work with others to develop a solution for a known user

Investigating and defining

- Explore ideas and design opportunities for a known user

Designing

- Design solutions through discussion, drawing, modelling and/or a sequence of steps

Producing and implementing

- Use given equipment and technologies to safely create a preferred solution

Evaluating

- Use personal preferences and the needs of the known user to evaluate the solution

The Arts

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 2. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

Dance

Year level description

In Year 2, learning in Dance builds on the dispositions developed in the early years.

Students continue to explore and improvise with movement ideas to create dance with a beginning and ending. They further explore and experiment with the elements of dance (body, space and time). They continue to build on their fundamental movement skills to develop control, posture, strength, balance and coordination.

Students begin to develop performance skills when presenting dance. As an audience, they make observations about the use of the elements of dance (body, space and time) in their own and others' dance. They have an opportunity to explore the reasons why people dance.

Content description

Making

Ideas

- Exploration, improvisation and organisation of movement ideas to create a dance, demonstrating a beginning and ending

Skills

- Exploration of, and experimentation with, three (3) elements of dance
 - Body:
 - body awareness (awareness of body in space in relation to objects)
 - body zones (whole body movements, moving different parts of the body)
 - body bases (feet, knees)
 - Space:
 - levels (medium, low, high)
 - direction (forward, backward)
 - personal space and general space
 - dimensions (big, small)
 - shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry)
 - pathways (in the air with the arms, under, over)
 - Time:
 - tempo (fast, slow, slowing down, speeding up)to create dance
- Locomotor (walking, skipping, running) and non-locomotor (twisting, bending, turning, swaying) movements to develop control, posture, strength, balance and coordination

- Safe dance practices, including being aware of the dance space boundaries when involved in dance lessons or rehearsals

Performance

- Performance of dance to an audience that communicates an idea demonstrating a beginning and ending
- Performance skills (holding, starting and ending positions) and acknowledging the audience when presenting dance

Responding

- Audience behaviour (being attentive, responding appropriately) when students view different dance styles
- Reasons why people dance
- Personal responses to the elements of body, space and time in dances they view and make

Drama

Year level description

In Year 2, learning in Drama builds on the knowledge and skills developed in the early years.

Students explore personal events and fictional stories to create drama. They continue to develop improvisation skills, exploring possibilities for voice, movement and role. Students are introduced to the element of situation.

Students experience drama as performers and audience members, presenting scenes in which they apply drama narratives to link the action with an ending. Students view drama based on unfamiliar stories.

As they make and respond to drama, students experiment with the elements of voice, movement, role and situation. Students explore reasons why people make drama.

Content description

Making

Ideas

- Use of dramatic action to sequence events communicating an idea, message or story

Skills

- Exploration and experimentation of four (4) elements of drama:
 - voice (loud, soft, varying loud and soft; pace and pitch)
 - movement (big, small; use of facial expressions; gestures; posture)
 - role (fictional character; listening and responding in role)
 - situation (establishing a fictional setting and relating to it in role)to create drama
- Development of drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies
- Improvisation skills (establishing a situation) to develop dramatic action and ideas

Performance

- Performance of drama to an audience demonstrating story structures to set the scene, link action and create an ending
- Performance skills (suitable openings and conclusions to performances, appropriate stage crosses) when sharing drama with familiar audiences

Responding

- Audience behaviour (responding to interactive elements) where students view drama that uses different styles and unfamiliar stories
- Reasons why people make drama
- Personal responses using the elements of voice and movement in drama they view and make

Media Arts

Year level description

In Year 2, learning in Media Arts builds on the dispositions developed in the early years.

Students explore how meaning can be changed in familiar stories through character and settings. They experiment with unfamiliar and contemporary signs and symbols to create meaning and purpose in different contexts.

They explore and experiment with technical, audio and written codes and conventions to produce media work to convey a story, or a section of a story, using archetypes.

As students make and respond to media work, they identify interests and preferences in media work they view and produce.

Content description

Making

Ideas

- Exploration of character and setting in familiar stories in different media types
- Exploration of archetypes and settings in stories and how they enhance the narrative
- Use of familiar and unfamiliar contemporary signs and symbols, including logos and icons, to create meaning for a purpose in a variety of contexts

Skills

- Exploration and experimentation with the codes and conventions of media:
 - technical (capturing, selecting and arranging images)
 - symbolic (objects, colour, setting)
 - audio (selecting and capturing sounds to create a mood or feeling; loudness and softness)
 - written (selecting, arranging and editing text to organise important features of an idea or story) to produce media work

Production

- Production of media work conveying a story or section of a story with character and setting using audio and/or visual techniques

Responding

- Different media types use specific features to communicate to different audiences
- Personal responses, identifying interests and preferences in media work they view and produce

Music

Year level description

In Year 2, learning in Music builds on the dispositions developed in the early years.

Students continue to develop aural skills, identifying, imitating and improvising pitch and rhythm patterns. They explore and experiment with the elements of music to create music ideas, and record and share their music ideas using graphic and standard notation. Students experience music as both performers and audience members, singing and playing in tune, in time and with appropriate technique and some expression when sharing music with different audiences.

Students explore reasons why people make music and different places and occasions where music is performed. They identify how specific elements of music are used to create mood and meaning in the music they listen to and make.

Content description

Making

Ideas

- Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to communicate music ideas
- Communication and recording of music ideas using graphic and/or standard notation, dynamics and relevant technology

Skills

- Development and consolidation of aural and theory skills by exploring the elements of music, including:
 - rhythm (experience and identify time signatures $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$; use bar lines as a division for beats; terminology and notation for \downarrow , \circ)
 - tempo (changing tempos)
 - pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale)
 - dynamics (getting louder, getting softer, very soft (*pp*) and very loud (*ff*))
 - form (introduction, verse, chorus, rounds and ostinato)
 - timbre (sound qualities of instruments; matching different sounds to specific instruments)
 - texture (melody and accompaniment)
 to create music

Performance

- Practise of simple songs and their own and others' compositions, to perform for different audiences
- Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)

Responding

- Audience behaviour (responding appropriately in a given context)
- Reasons why people make music in different places and for different occasions
- Responses that identify specific elements of music and how they communicate mood and meaning

Visual Arts

Year level description

In Year 2, learning in Visual Arts builds on the dispositions developed in the early years.

Students explore how communicating messages and ideas can be used as inspiration to create artwork. They begin to select appropriate media and technologies and further experiment with the visual elements of shape, space, colour, line and texture.

Students are introduced to the concept of audience as they learn to present artwork that communicates messages and ideas to an audience.

As they make and respond to artwork, students identify how the elements are used and explore why people make art.

Content description

Making

Ideas

- Exploration of, and experimentation with, the visual art elements of shape, line, colour, space and texture and how these are used in the environment
- Experimentation with, and use of materials, media and/or technologies when creating artwork

Skills

- Development of artistic skills through experimentation with:
 - shape (symmetrical shapes; simple tessellating shapes)
 - colour (warm, cool colours)
 - line (horizontal, vertical, diagonal, spiral; lines that show motion)
 - space (overlapping to show depth; horizon line)
 - texture (different man-made and natural materials)

to create artwork

- Experimentation with techniques and art processes such as painting, printmaking and mixed media

Production

- Use of visual art elements and techniques, to create 2D and 3D artwork, to communicate ideas and messages to an audience
- Presentation and display of original artwork

Responding

- Appreciation of the choices made when creating and displaying artwork
- Personal responses, identifying elements of shape, line, colour, space and texture in artwork they view and make

