School Curriculum
and Standards
Authority

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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.

Contents

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. 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*:

- 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
- 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, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 2 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

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 subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

English

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 2, students communicate with peers, teachers, students from other classes and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions

Content descriptions

Language

Language variation and change

- Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background

Language for interaction

- Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context
- Identify language that can be used for appreciating texts and the qualities of people and things

Text structure and organisation

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose
- Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms
- Recognise that capital letters signal proper nouns and commas are used to separate items in lists
- Know some features of text organisation, including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines

Expressing and developing ideas

- Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction
- Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives
- Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words
- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose

Phonics 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/s) 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/s) 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 context

- Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created

Responding to literature

- Compare opinions about characters, events and settings in and between texts
- Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences

Examining literature

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

Creating literature

- Create events and characters using different media that develop key events and characters from literary texts
- Innovate on familiar texts by experimenting with character, setting or plot

Literacy

Texts in context

- Discuss different texts on a similar topic, identifying similarities and differences between the texts

Interacting with others

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions
- Use interaction skills, including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately
- Rehearse and deliver short presentations on familiar and new topics

Interpreting, analysing, evaluating

- Identify the 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 to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures

Creating texts

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose
- Re-read and edit text for spelling, sentence-boundary punctuation and text structure
- Write legibly and with growing fluency using unjoined upper case and lower case letters
- Construct texts featuring print, visual and audio elements using software, including word processing programs

Health and Physical Education

Year level description

In Year 2, the content supports students to make decisions that enhance and promote personal health and wellbeing. Students focus on becoming more aware of their personal identity and how their social interactions and relationships change over time. They explore a variety of strategies and behaviours to keep safe and healthy. Students further develop social skills, becoming aware of the feelings of others in different situations and demonstrating positive ways to respond, such as including peers in activities. Opportunities are provided to further explore health messages in the media and the ways they influence a healthy, active lifestyle.

Students broaden the range and complexity of fundamental movement skills practised, and gain confidence in applying skills in game situations. Through active participation, they continue to explore changes to the body during exercise, and develop personal and social skills to cooperate with, and include, others in physical activities. They are provided with opportunities to work collaboratively, and develop skills to make positive choices and play fairly with others in physical activity challenges.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Content descriptions

Personal, social and community health

Being healthy, safe and active

- Personal strengths and achievements and how they contribute to personal identities
- Changes in relationships and responsibilities as individuals grow older
- Strategies to use when help is needed:
    - knowing and practising the procedure for dialing 000 in an emergency; for example, responding to an allergic reaction
    - locating safety houses and trusted networks in the local community
- Strategies and behaviours that promote health and wellbeing:
    - personal hygiene practices
    - healthy eating
    - sufficient sleep
    - staying hydrated
    - regular physical activity

Communicating and interacting for health and wellbeing

- Strategies to include others in activities and games
- Ways to interpret the feelings of others in different situations, such as:
    - words other people use
    - facial expressions
    - body language

- Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap'
- Strategies to use when needing to seek, give or deny permission are practised
  For example:
  - saying 'no' to inappropriate touching

Contributing to healthy and active communities

- Actions that keep people safe and healthy in and outside the classroom, such as:
  - staying hydrated
  - being sun smart
  following school rules

Movement and physical activity

Moving our body

- Body management skills:
  - forward roll
- Locomotor skills:
  - jump for height
- Object control skills:
  - overarm throw
  - punt
  - two-hand side strike
- Fundamental movement skills involving the control of objects in simple games:
  - overarm throw
  - kick
- Simple games that use a combination of movement skills

Understanding movement

- Positive responses to physical activity, such as a feeling of wellbeing
- Ways in which the body reacts during physical activity
- Ways to maintain a balanced position while performing various skills

Learning through movement

- Positive choices when participating in group activities, such as:
  - dealing with winning and losing
  - encouraging team-mates
- Alternatives and their effectiveness when solving movement challenges, such as:
  - gaining possession
  - scoring
  - changing positions
  - use of equipment
- Importance of rules and fair play in partner, group activities and minor games

Humanities and social sciences

Year level description

In Year 2, Humanities and Social Sciences consists of Geography and History.

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

The concepts of place, space and interconnection are expanded through exploring the links with people and places, both locally and globally. The concept of scale is introduced as students explore the hierarchy of scale. They further develop a mental map of the world and of where they are located in relation to other places.

Students 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.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. The *Early Years Learning Framework* provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.

Content descriptions

Geography

Knowledge and understanding

People are connected to many places

- The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia
- Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country)
- The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place
- The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters)
- The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places

History

Knowledge and understanding

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 an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity)
- The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today

Humanities and social sciences skills

Knowledge and understanding

Questioning and researching

- Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)
- Pose questions about the familiar and unfamiliar
- Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)
- Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)

Analysing

- Identify relevant information
- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)
- Explore points of view (e.g. understand that stories can be told from different perspectives)
- Represent collected information and/or data in to different formats (e.g. tables, maps, plans)

Evaluating

- Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)

Communicating and reflecting

- Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)
- Develop texts, including narratives, that describes an event or place
- Reflect on learning and respond to findings (e.g. discussing what they have learned)

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* (*ß*) and the *Umlaut* to alter the pronunciation of particular vowels (*ä, ö, ü*)
- 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 perpositions 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 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 ぺこぺこ, 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；いってらっしゃい；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

The proficiency **strands understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly and identifying and describing the relationship between addition and subtraction and between multiplication and division
- **fluency** includes readily counting numbers in sequences, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations
- **problem-solving** includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape
- **reasoning** includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of
- operations and creating and interpreting simple representations of data.

Content descriptions

Number and algebra

Number and place value

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences
- Recognise, model, represent and order numbers to at least 1000
- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting
- Explore the connection between addition and subtraction
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies
- Recognise and represent multiplication as repeated addition, groups and arrays
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations

Fractions and decimals

- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections

Money and financial mathematics

- Count and order small collections of Australian coins and notes according to their value

Patterns and algebra

- Describe patterns with numbers and identify missing elements
- Solve problems by using number sentences for addition or subtraction

Measurement and geometry

Using units of measurement

- Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units
- Compare masses of objects using balance scales
- Tell time to the quarter-hour, using the language of 'past' and 'to'
- Name and order months and seasons
- Use a calendar to identify the date and determine the number of days in each month

Shape

- Describe and draw two-dimensional shapes, with and without digital technologies
- Describe the features of three-dimensional objects

Location and transformation

- Interpret simple maps of familiar locations and identify the relative positions of key features
- Investigate the effect of one-step slides and flips with and without digital technologies
- Identify and describe half and quarter turns

Statistics and probability

Chance

- Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'

Data representation and interpretation

- Identify a question of interest based on one categorical variable. Gather data relevant to the question
- Collect, check and classify data
- Create displays of data using lists, table and picture graphs and interpret them

Science

Year level description

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

From Pre-Primary to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.

In Year 2, students describe the components of simple systems, such as stationary objects subjected to pushes or pulls, or combinations of materials, and show how objects and materials interact through direct manipulation. They observe patterns of growth and change in living things, and describe patterns and make predictions. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used. They use counting and informal measurements to make and compare observations and begin to recognise that organising these observations in tables makes it easier to show patterns.

Content description

Science understanding

Biological Sciences

- Living things grow, change and have offspring similar to themselves

Chemical Sciences

- Different materials can be combined for a particular purpose

Earth and Space Sciences

- Earth's resources are used in a variety of ways

Physical Sciences

- A push or a pull affects how an object moves or changes shape

Science as a human endeavour

Nature and development of science

- Science involves observing, asking questions about, and describing changes in, objects and events

Use and influence of science

- People use science in their daily lives, including when caring for their environment and living things

Science inquiry skills

Questioning and predicting

- Pose and respond to questions, and make predictions about familiar objects and events

Planning and conducting

- Participate in guided investigations to explore and answer questions
- Use informal measurements to collect and record observations, using digital technologies as appropriate

Processing and analysing data and information

- Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions

Evaluating

- Compare observations with those of others

Communicating

- Represent and communicate observations and ideas in a variety of ways

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

Learning in Design and Technologies builds on the dispositions developed in the early years. Learning focuses on practical and applied knowledge and understanding of process and production skills.

In Year 2, students have opportunities to create solutions in at least one of the following technologies contexts: Engineering principles and systems; Food and fibre production (includes Food specialisations in this year); and Materials and technologies specialisations. Students experience designing and producing products, services and environments.

Students have opportunities to investigate technologies: materials, systems, components, tools and equipment, including their purpose and how they meet personal and social needs within local settings. They develop an understanding of how society and environmental sustainability factors influence design and technologies decisions. Students evaluate and judge designed solutions using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?' They are encouraged to make judgments about the design solutions in order to solve problems in their own design ideas.

Students begin to consider the impact of their decisions, and of technologies, on others and the environment, including in relation to preferred futures. They have opportunities to reflect on their participation in a design process. With support, students develop new strategies and engage in different ways of evaluating and judging products, services and environments based on personal preferences.

Using a range of techniques, including a variety of graphical representations to communicate, students draw, model and explain design ideas; label drawings; draw products and simple environments; and verbalise design ideas.

Content descriptions

Knowledge and understanding

Technologies and society

- People design and produce familiar products, services and environments to meet local and community needs

In Year 2, students have opportunities to create solutions in at least one of the following technologies contexts.

Technologies contexts

Engineering principles and systems

- Forces create movement in objects

Food and fibre production

- Food and fibre choices for healthy living

Materials and technologies specialisations

- Characteristics and properties of materials and individual components that are used to produce design solutions

Processes and production skills

Creating solutions by:

Investigating and defining

- Explore design to meet needs or opportunities

Designing

- Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps

Producing and implementing

- Use components and given equipment to safely make solutions

Evaluating

- Use simple criteria to evaluate the success of design processes and solutions

Collaborating and managing

- Work independently, or collaboratively when required, to organise information and ideas to safely create and share sequenced steps for solutions

Digital Technologies

Year level description

Learning in Digital Technologies builds on the dispositions developed in the early years. Learning focuses on broadening students prior skills in computational thinking and providing opportunities for engaging in personal and social experiences when using digital systems.

In Year 2, students have opportunities to create a range of solutions through guided learning and collaboration with peers.

Students explore common digital systems and patterns that exist within data they collect. They build their skills to organise, manipulate and present the data in creative ways, including numerical, categorical, text, image, audio and video data, to create meaning and communicate ideas.

Students begin to 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.

Students explore how information systems meet information, communication and/or recreational needs. They build on their understanding of aspects of online safety when engaging with digital technologies.

Content descriptions

Knowledge and understanding

Digital systems

- Digital systems (hardware and software) are used for an identified purpose

Representation of data

- Data can have patterns and can be represented and used to make simple conclusions

Processes and production skills

Collecting, managing and analysing data

- Present data using a variety of digital tools

Digital implementation

- Use data to solve similar tasks/problems
- Share and publish information in a safe online environment, with known people

Creating solutions by:

Investigating and defining

- Explore design to meet needs or opportunities

Designing

- Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps

Producing and implementing

- Use components and given equipment to safely make solutions

Evaluating

- Use simple criteria to evaluate the success of design processes and solutions

Collaborating and managing

- Work independently, or collaboratively when required, to organise information and ideas to create and safely share sequenced steps for solutions

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 $\half$, $\whole$)
  - 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