English
By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Reading
By the end of Year 2, students
- Uses comprehension strategies to recognise literal and inferred meaning in texts.
- Reads aloud with fluency and intonation.
- Engages with a variety of texts for enjoyment.
- Monitors own reading and self-corrects when reading does not make sense.
- Uses knowledge of sound-letter relationships to decode unfamiliar words.
- Uses knowledge of sight words to decode texts.
- Identifies the main purpose of a text, including ‘to entertain’, ‘to explain’, ‘to persuade’, and ‘to instruct’.
- Discusses the way in which audiences might respond to a range of different texts.
- Identifies similarities and differences between texts on similar topics.
- Discusses the language used to portray characters and settings.
- Is familiar with the typical structure of a variety of text types, including simple narratives, instructions and expositions.
- Recognise the purpose of particular text features, including table of contents, alphabetical order of index and glossary, and the use of menu buttons on digital texts.
- Identifies the use of noun groups/phrases to provide clear descriptions of items (e.g. characters and locations).
- Recognises most sound-letter matches, including silent letters, vowel/ consonant digraphs and many less common sound-letter combinations (e.g. ‘-tion’).
- Discusses opinions about characters, events and settings.
- Identifies personal preferences for different types of literary texts, justifying reasons.

Read Level 22-24 texts with a 90- 94% accuracy rate.

Mathematics
By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a
calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.

**Science**

By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people’s daily lives.

Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.

**History**

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a source (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

**Geography**

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.

Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

For more information visit [http://www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/) or make an appointment to speak to your child’s teacher by ringing 96213500