



THE GAP STATE SCHOOL CURRICULUM OVERVIEW

YEAR 2

Term 2 2026



Science

Good to Grow

In this unit, students will examine how living things, including plants and animals, change as they grow. They will ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students will consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They will conduct investigations including exploring the growth and life stages of animals and plants.

Social Skills Program You Can Do It

- Organisation
- Confidence
- Persistence
- Resilience
- Getting Along

English

Informative Text

In this unit, students will read, view and comprehend informative texts. They will learn how informative texts are organised and the language authors use to report ideas. Students will create a written informative text on a learnt topic.

Reading Comprehension and Fluency

- Inferring
- Identifying literal and implied meaning
- Main ideas
- Supporting details

Spelling

- Initial Spelling Program aligned to Version 9 of the Australian Curriculum.

Grammar

- Initial Grammar Program aligned to Version 9 of the Australian Curriculum.

Handwriting

- Letter formation development aligned to Version 9 of the Australian Curriculum.

Maths

In this unit, students will develop their understandings of:

Number and place value –

- recognise that mathematics can be used to investigate things students are curious about, to solve addition and subtraction problems and model everyday situations, describing thinking and reasoning using familiar mathematical language
- partition and combine numbers to at least 1000 flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning
- use number sentences to formulate additive situations
- use mathematical modelling to solve addition and subtraction
- compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations
- continue to build fluency for understanding using addition, subtraction and multiplication facts

Space

- locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways.

Humanities & Social Sciences

Continued from Term 1

Present Connections to Places

In this unit, students will:

- draw on representations of the world as geographical divisions and the location of Australia
- recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another
- identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale
- understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility
- represent connections between places by constructing maps and using symbols
- examine geographical information and data.

The Arts

Music *Specialist Teacher*

In this unit, students will develop their understandings of music through singing, moving, creating, playing, listening, reading and writing, students practice known concepts and accent and bar lines in 2 metre.

Drama – My Place (continued from Term 1)

In this unit, students will make and respond to drama by exploring the school and imagined places as stimulus for drama and dramatic play.

Technologies: *Continued from Term 1*

Design Technology: In this unit, students will explore how plants and animals are grown for food, clothing and shelter. They will design solutions for problems on a farm to produce food.

HPE *Specialist Teacher*

In this unit, students will continue to develop the fundamental movement skills needed to participate in track and field events. They will demonstrate and apply protective behaviours to stay safe and support others. Students will identify help-seeking strategies, recognise safe places and rehearse how and who to ask for help.