



THE GAP STATE SCHOOL CURRICULUM OVERVIEW Year 2 Term 4 2026



Science

Toy Factory

In this unit, students will understand how a push or pull affects how an object moves or changes shape.

They will understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives.

They will pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects.

English

Engaging with Narrative Texts

In this unit, students will engage with a range of texts which build on students' knowledge of narrative text structure and language features. Through texts, students will explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. Students will engage in shared and independent writing and learning experiences to create imaginative texts using the narrative text structure.

Reading –Comprehension

- Monitoring
- Comparing and Contrasting
- Fluency

Spelling

- InitialLit Year 2 Program
- Year 2 Spelling (Australian Curriculum)

Handwriting

- Letter formation development
(*Handwriting Conventions: Queensland Beginners Font*)

Mathematics

In this unit, students will:

Number

- partition and combine numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning
- represent simple multiplicative situations using equal groups and arrays
- use mathematical modelling to solve practical problems involving authentic multiplicative situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions
- recall addition and subtraction number 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

Impacts of Technology Over Time

Continued from Term 3

In this unit, students will explore the following inquiry question:

- *How have changes in technology shaped our daily life?*

They will:

- investigate continuity and change in technology used in the home, e.g. in toys or household products
- compare and contrast features of objects from the past and present
- sequence key developments in the use of a particular object in daily life over time
- pose questions about objects from the past and present
- describe ways technology has impacted on peoples' lives making them different from those of previous generations
- engage in a HASS Excursion to Newstead House.

Social Skills Program

You Can Do It

- Organisation
- Confidence
- Persistence
- Resilience
- Getting Along.

Health and Physical Education

Physical Education *Specialist Teacher*

In this unit, students will participate in the Water Safety Swimming Education Program and develop skills to be safe around all aquatic environments.

The Arts

Music *Specialist Teacher*

In this unit, students will sing, move, create, play, listen, read, write and practice known concepts. Students will learn tie, minim and consolidate representing known concepts in early staff notation.

Dance *Specialist Teacher*

In this unit, students will explore using different levels and styles to represent geometric shapes. Through a series of explorations with transitions, students will choreograph a short dance presentation.

Technologies:

Continued from Term 3

Digital Technology:

In this unit, students will collect, explore and sort familiar data and present it using digital systems.