| **Knowledge and understanding** | | | | | | |
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| **English** | **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies**  ***(By the end of Year 2)*** | **Digital Technologies**  ***(By the end of Year 2)*** | **Health and Physical Education**  ***(By the end of Year 2)*** |
| 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 (ACELA1461) | Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026) | People use science in their daily lives, including when caring for their environment and living things (ACSHE035) | How changing technology affected people’s lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK04) | Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001) | Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002) | Identify and practise emotional responses that account for own and others’ feelings (ACPPS020) |
| Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463) | Recognise, model, represent and order numbers to at least 1000 (ACMNA027) |  | The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK05) |  |  |  |
|  | Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028) |  |  |  |  |  |
|  | Explore the connection between addition and subtraction (ACMNA029) |  |  |  |  |  |
|  | Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) |  |  |  |  |  |
|  | Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033) |  |  |  |  |  |
|  | Count and order small collections of Australian coins and notes according to their value (ACMNA034) |  |  |  |  |  |

| **Competencies and skills** | | | | | | |
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| **English** | **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies**  ***(By the end of Year 2)*** | **Digital Technologies**  ***(By the end of Year 2)*** | **Health and Physical Education**  ***(By the end of Year 2)*** |
| 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 (ACELY1670) | Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) | Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions (ACSIS040) | Explore a point of view (ACHASSI038) | Explore how technologies use forces to create movement in products (ACTDEK002) | Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003) | Examine health messages and how they relate to health decisions and behaviours (ACPPS021) |
|  | Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) | Compare observations with those of others (ACSIS041) | Interpret data and information displayed in pictures and texts and on maps (ACHASSI040) | Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003) |  | Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018) |
|  | Solve problems by using number sentences for addition or subtraction (ACMNA036) | Represent and communicate observations and ideas in a variety of ways (ACSIS042) | Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041) | Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004) |  |  |
|  | Collect, check and classify data (ACMSP049) |  | Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI043) | Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007) |  |  |
|  | Create displays of data using lists, table and picture graphs and interpret them (ACMSP050) |  |  |  |  |  |

| **Responsibility and enterprise** | | | | | |
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| **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies**  ***(By the end of Year 2)*** | **Digital Technologies**  ***(By the end of Year 2)*** | **Health and Physical Education**  ***(By the end of Year 2)*** |
| Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048) | Pose and respond to questions, and make predictions about familiar objects and events (ACSIS037) | Pose questions about past and present objects, people, places and events (ACHASSI034) | Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005) | Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005) | Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) |
|  | Participate in guided investigations to explore and answer questions (ACSIS038) | Collect data and information from observations and identify information and data from sources provided (ACHASSI035) | Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006) | Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006) | Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) |
|  | Use informal measurements to collect and record observations, using digital technologies as appropriate (ACSIS039) | Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042) | Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008) |  |  |
|  |  |  | Sequence steps for making designed solutions and working collaboratively (ACTDEP009) |  |  |

| **Knowledge and understanding**  *Typically by the end of Year 2, students:* | | | |
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| **Numeracy** | **Information and Communication Technology (ICT) Capability** | **Personal and Social Capability** | **Ethical Understanding** |
| model, represent, order and use numbers up to four digits | understand that computer-mediated communications may be received later by the receiver | compare their emotional responses with those of their peers | describe ethical concepts, such as right and wrong, honesty, fairness and tolerance |
| visualise and describe halves and quarters | identify how ICT is used at home and at school | identify and describe personal interests, skills and achievements and explain how these contribute to family and school life | discuss ethical concepts within a range of familiar contexts |
| identify and describe familiar events that involve chance |  |  | discuss how people make decisions about their actions and offer reasons why people’s decisions differ |

| **Competencies and skills**  *Typically by the end of Year 2, students:* | | | | | | |
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| **Literacy** | **Numeracy** | **Information and Communication Technology (ICT) Capability** | **Critical and Creative Thinking** | **Personal and Social Capability** | **Ethical Understanding** | **Intercultural Understanding** |
| navigate, read and view texts with illustrations and simple graphics | estimate the solution to a problem and then calculate the answer | explain the usefulness of located data or information | identify and explore information and ideas from source materials | discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers | give examples of how understanding situations can influence the way people act | discuss the effects of acceptance and inclusion in familiar situations |
| listen to two or more step instructions for undertaking learning tasks; listen for information about topics being learned in spoken and audio texts and respond to texts read aloud | identify and use combinations of coins and notes for simple purchases |  | organise information based on similar or relevant ideas from several sources | practise solving simple interpersonal problems, recognising there are many ways to solve conflict |  |  |
| interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies | identify, describe and create everyday patterns |  | identify reasoning used in choices or actions in specific situations |  |  |  |
| compose and edit a small range of learning area texts | solve problems using halves and quarters |  |  |  |  |  |
| use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts | collect and describe data on a relevant issue based on one variable and display as lists, tables or picture graphs |  |  |  |  |  |
| plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements |  |  |  |  |  |  |
| use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support |  |  |  |  |  |  |
| identify and use language that expresses feelings and opinions, and compares and evaluates people and things |  |  |  |  |  |  |
| use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts |  |  |  |  |  |  |
| describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text |  |  |  |  |  |  |

| **Responsibility and enterprise**  *Typically by the end of Year 2, students:* | | | | |
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| **Information and Communication Technology (ICT) Capability** | **Critical and Creative Thinking** | **Personal and Social Capability** | **Ethical Understanding** | **Intercultural Understanding** |
| recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others | pose questions to identify and clarify issues, and compare information in their world | work independently on routine tasks and experiment with strategies to complete other tasks where appropriate | describe the effects that personal feelings and dispositions have on how people behave | identify and describe the various groups to which they belong and the ways people act and communicate within them |
| follow class rules about applying selected standard guidelines and techniques to secure digital information | build on what they know to create ideas and possibilities in ways that are new to them | undertake and persist with short tasks, within the limits of personal safety | discuss some agreed values in familiar contexts | express their own perspectives on familiar topics and texts, and identify the perspectives of others |
| follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences | identify and compare creative ideas to think broadly about a given situation or problem | describe similarities and differences in points of view between themselves and people in their communities | identify their rights and associated responsibilities and those of their classmates | imagine and describe the feelings of others in familiar situations |
| use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated | investigate options and predict possible outcomes when putting ideas into action | describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them | recognise that there may be many points of view when probing ethical dilemmas and identify alternative views |  |
| locate information from a given set of digital sources | use information from a previous experience to inform a new idea | identify cooperative behaviours in a range of group activities |  |  |
| use ICT to prepare simple plans to find solutions or answers to questions | identify alternative courses of action or possible conclusions when presented with new information | practise individual and group decision-making in situations such as class meetings and when working in pairs and small groups |  |  |
| experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes | evaluate whether they have accomplished what they set out to achieve | discuss ways in which they can take responsibility for their own actions |  |  |
| use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences |  |  |  |  |