



Chapel Hill State School

Additional Learning Areas Curriculum and Assessment Yearly Overview 2024



YEAR 2

	Term 1	Term 2	Term 3	Term 4
THE ARTS			Dance – Unit 2 Shape Dance <i>Performance</i> Follow instructions to participate in a range of different dance sequences and styles.	Media Arts – Unit 1 Family Stories <i>Collection of artworks</i> Explore characters and settings in media artworks and make their own media artworks inspired by a family story. (Linked to U1 HASS)
			Assessment: Teacher checklist and Marking Guide	Assessment: Teacher checklist and Marking Guide
	Music <ul style="list-style-type: none"> Investigating elements of music, rhythm, solfa sounds, hand signs and canon work Reading, writing and playing rhythms Elements of music Performing known songs in canon 	Music <ul style="list-style-type: none"> Rhythm work, Ostinati (rhythmic and melodic). Instruments of the Orchestra – the String family, Woodwind, Brass and Percussion families Reading, writing and performing rhythms 	Music – Unit 2 Save the World <i>Performance</i> Use a stimulus to compose, perform and respond to music	Music Consolidate rhythm work, Ostinati (rhythmic and melodic). Instruments of the Orchestra – String, Woodwind, Brass and Percussion families.
	Assessment: Observations checklist	Assessment: Observations checklist	Assessment: Observations checklist, Marking Guide	Assessment: Observations checklist
TECHNOLOGIES	Design Technologies – Unit 3 Materials Design – Open Ended Inquiry Explore the characteristics and properties of materials and components that are used to produce designed solutions including: Apply processes and production skills, in: <ul style="list-style-type: none"> Technologies for shaping and joining, and how designs meet people's needs evaluating their design and production processes collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project. (Linked to U1 & U2 Science, U2 HASS)		Digital Technology – Unit 1 Handy Helpers <i>Written / Project</i> Learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas including: <ul style="list-style-type: none"> recognise and explore how digital and information systems are used for particular purposes in daily life describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts develop foundational skills in systems and computational thinking. (Linked to U1 HASS, U2 Maths)	
	Assessment: Marking Guide		Assessment: Marking Guide	
HPE	Positive Behaviour for Learning (PBL) Developing and maintaining a safe and supportive school environment			
	Health – Unit 2 Our Culture <i>Project</i> Students recognise how strengths and achievements contribute to identities.		Health - Life Education Program (Safety Rules) Students investigate safety in a range of situations and environments, people and places to go to for help, and how friends can care for and support each other.	
	Assessment: Marking Guide		Assessment: Marking Guide	
	Physical Education – Playing with Balls <i>Practical</i> <ul style="list-style-type: none"> Develop the object control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges Apply rules and fair play practices. 	Physical Education - Athletics <i>Practical</i> <ul style="list-style-type: none"> Apply physical fitness routines and introduction to athletics to participate in athletics carnivals 	Physical Education - Ball Skills <i>Practical</i> <ul style="list-style-type: none"> Develop the skills of passing (chest, bouncing, dribbling, shooting) and kicking (passing, controlling, striking, dribbling) using various sized balls Participate in team games to promote health and wellbeing 	Physical Education - Swimming <i>Practical</i> <ul style="list-style-type: none"> Demonstrate aquatic skills and stroke in a variety of movement sequences and situations. Perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.
Assessment: Observations/checklists	Assessment: Observations checklist and Marking Guide	Assessment: Observations/ checklists	Assessment: Observations/checklists	

Disclaimer: Please use this Curriculum Map as a guide. Due to circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment.