Content for Year 2 - Learning area content descriptions

English						
LANGUAGE	**Language variation and change** Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)	**Language for social interactions** 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)	**Evaluative language** Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)	**Purpose audience and structures of different types of texts** Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	**Text cohesion** Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)	**Punctuation** Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)
	Sentences and clause-level grammar Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)	**Word-level grammar** Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)	**Visual language** Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)	**Vocabulary** Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)	**Phonological and phonemic awareness** Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)	**Alphabet and phonic knowledge** Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824) Understand that a sound can be represented by various letter combinations (ACELA1825)

(Concepts of print and screen column — row 1) **Concepts of print and screen** Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)

(Spelling column — row 2) **Spelling** Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471) Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1823) Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)

LITERATURE	**How texts reflect the context of culture and situation in which they are created** Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)	**Personal responses to the ideas, characters and viewpoints in texts** Compare opinions about characters, events and settings in and between texts (ACELT1589)	**Expressing preferences and evaluating texts** Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)	**Features of literary texts** Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELA1591)	**Language devices in literary texts, including figurative language** Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)	**Creating literary texts** Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

(Experimentation and adaptation column) **Experimentation and adaptation** Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)

LITERACY	**Texts and the contexts in which they are used** Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)	**Listening and speaking interactions** Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)	**Listening and speaking interactions** Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)	**Oral presentations** Rehearse and deliver short presentations on familiar and new topics (ACELY1667)	**Purpose and audience** Identify the audience of imaginative, informative and persuasive texts (ACELY1668)	**Reading processes** Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)
	Creating texts Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)	**Editing** Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)	**Handwriting** Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)	**Use of software** Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)		

(Comprehension strategies column — literacy row 1) **Comprehension strategies** 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)

Content for Year 2 - Learning area content descriptions

Mathematics

Proficiency Strands	Understanding	Fluency	Problem Solving	Reasoning	
	Includes using generalising from number properties and results of calculations, comparing angles and creating and interpreting variations in the results of data collections and data displays	Includes readily counting numbers in sequences, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations	Includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape	Includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations and creating and interpreting simple representations of data.	*The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.*

NUMBER AND ALGEBRA

Number and place value	**Fractions and decimals**	**Money and financial mathematics**
Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026)	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)

Number and place value

Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026)

Recognise, model, represent and order numbers to at least 1000 (ACMNA027)

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)

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)

Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)

Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)

Fractions and decimals

Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)

Money and financial mathematics

Count and order small collections of Australian coins and notes according to their value (ACMNA034)

Patterns and algebra

Describe patterns with numbers and identify missing elements (ACMNA035)

Solve problems by using number sentences for addition or subtraction (ACMNA036)

MEASUREMENT AND GEOMETRY

Using units of measurement

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)

Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039)

Name and order months and seasons (ACMMG040)

Use a calendar to identify the date and determine the number of days in each month (ACMMG041)

Compare masses of objects using balance scales (ACMMG038)

Shape

Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042)

Describe the features of three-dimensional objects (ACMMG043)

Location and transformation

Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)

Investigate the effect of one-step slides and flips with and without digital technologies (ACMMG045)

Identify and describe half and quarter turns (ACMMG046)

STATISTICS AND PROBABILITY

Chance

Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047)

Data representation and interpretation

Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048)

Collect, check and classify data (ACMSP049)

Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)

Science

SCIENCE UNDERSTANDING

Biological sciences	**Chemical sciences**	**Earth and space sciences**	**Physical sciences**
Living things grow, change and have offspring similar to themselves (ACSSU030)	Different materials can be combined for a particular purpose (ACSSU031)	Earth's resources are used in a variety of ways (ACSSU032)	A push or a pull affects how an object moves or changes shape (ACSSU033)

SCIENCE AS A HUMAN ENDEAVOUR Y 1-2

Nature and development of science	**Use and influence of science**
Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034)	People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

SCIENCE INQUIRY SKILLS Y 1-2

Questioning and predicting	**Planning and conducting**	**Processing and analysing data and information**	**Evaluating**	**Communicating**
Pose and respond to questions, and make predictions about familiar objects and events (ACSIS037)	Participate in guided investigations to explore and answer questions (ACSIS038) Use informal measurements to collect and record observations, using digital technologies as appropriate (ACSIS039)	Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACSIS040)	Compare observations with those of others (ACSIS041)	Represent and communicate observations and ideas in a variety of ways (ACSIS042)

Humanities and Social Sciences

KNOWLEDGE AND UNDERSTANDING	**History** The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044) The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045) How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)	**Geography** The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047) The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048) The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049) The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050) The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)

	Questioning	Researching	Analysing	Evaluating and reflecting	Communicating
INQUIRY AND SKILLS **Y F-2**	Pose questions about past and present objects, people, places and events (ACHASSI001, ACHASSI018, ACHASSI034)	Collect data and information from observations and identify information and data from sources provided (ACHASSI002, ACHASSI019, ACHASSI035) Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003, ACHASSI020, ACHASSI036) Sequence familiar objects and events (ACHASSI004, ACHASSI021, ACHASSI037)	Explore a point of view (ACHASSI005, ACHASSI022, ACHASSI038) Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006, ACHASSI023, ACHASSI039) Interpret data and information displayed in pictures and texts and on maps maps (ACHASSI007, ACHASSI024, ACHASSI040)	Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008, ACHASSI025, ACHASSI041) Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009, ACHASSI026, ACHASSI042)	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 (ACHASSI010, ACHASSI027, ACHASSI043)

The Arts

	DANCE Y F-2	DRAMA Y F-2	MEDIA ARTS Y F-2	MUSIC Y F-2	VISUAL ARTS Y F-2
Exploring ideas and improvising with ways to represent ideas	Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)	Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)	Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)
Developing understanding of practices	Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)	Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)	Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)	Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107
Sharing artworks through performance, presentation or display	Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)	Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)	Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)	Create compositions and perform music to communicate ideas to an audience (ACAMUM082)	Create and display artworks to communicate ideas to an audience (ACAVAM108)
Responding to and interpreting artworks	Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)	Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR030)	Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057)	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)	Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)

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Technologies

	DIGITAL TECHNOLOGIES Y F-2	DESIGN AND TECHNOLOGIES Y F-2
KNOWLEDGE AND UNDERSTANDING	Recognise and explore digital systems (hardware and software components) for a purpose (ACTDIK001) Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)	Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001) Explore how technologies use forces to create movement in products (ACTDEK002) Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003) Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)
PROCESSES AND PRODUCTION SKILLS	Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003) Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004) Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005) 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 needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005) Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006) Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007) 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)

Health and Physical Education

PERSONAL, SOCIAL AND COMMUNITY HEALTH **Y 1-2**	**Being healthy, safe and active sub-strand** Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016) Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017) Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	**Communicating and interacting for health and wellbeing sub-strand** Describe ways to include others to make them feel they belong (ACPPS019) Identify and practise emotional responses that account for own and others' feelings (ACPPS020) Examine health messages and how they relate to health decisions and behaviours (ACPPS021)	**Contributing to health and active communities sub-strand** Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023) Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)
MOVEMENT AND PHYSICAL ACTIVITY **Y 1-2**	**Moving our body sub-strand** Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025) Create and participate in games with and without equipment (ACPMP027)	**Understanding movement sub-strand** Discuss the body's reactions to participating in physical activities (ACPMP028) Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)	**Learning through movement sub-strand** Use strategies to work in group situations when participating in physical activities (ACPMP030) Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031) Identify rules and fair play when participating in physical activities (ACPMP032)

Languages

	See **www.australiancurriculum.edu.au** for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages