



Oakleigh State School



Empowering
our community of learners
to create a *legacy*
which *redefines* our world

YEAR TWO

YEARLY CURRICULUM AND SUMMATIVE
ASSESSMENT OVERVIEW



Year 2 - ENGLISH

Year 2 - ENGLISH						
2023	Semester 1			Semester 2		
Y2	ENGLISH	Low risk		Time allocation: 7 hrs p/w		
	<p>U2: Stories of Families and Friends (v8.0)</p> <p>Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.</p>	<p>U3 Exploring Characters (v8.0)</p> <p>Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p>	<p>U1 Reading, writing and performing poetry (v8.0)</p> <p>Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.</p>	<p>U5 Exploring informative texts (v8.0)</p> <p>In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image</p>	<p>U4 Exploring procedural texts (v8.0)</p> <p>Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p>	<p>U6 Exploring plot and characterisation in stories (v8.0)</p> <p>Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.</p>
Y2	ASSESSMENT					
	<p>Unit 2: Imaginative narrative <i>Imaginative response — written</i></p> <p>Students create a new narrative about family relationships and/or friendships for a familiar animal character</p>	<p>Unit 3: Reading and comprehension <i>Oral</i></p> <p>Students demonstrate reading accuracy and respond orally to comprehension questions.</p> <p>U3: Written response Students analyse and express a preference for a character, giving reasons.</p>	<p>Unit 1: Innovation of a poem <i>Oral</i></p> <p>Students create and present an innovation of a known poem to a familiar audience</p>	<p>Unit 5: Reading comprehension: Comparing informative and narrative texts <i>SAQ</i></p> <p>Students identify text structure and language features of imaginative and informative texts to make literal and implied meaning.</p> <p>Unit 5: Writing an informative text <i>Informative response — written</i></p> <p>To create an informative text with a supporting image.</p>	<p>Unit 4: Multimodal procedure <i>Poster/multi-modal presentation</i></p> <p>Students create, rehearse and present a multimodal procedure.</p> <p>A green screen may be used as a presentation tool.</p>	<p>Unit 6: Reading comprehension <i>Short answer questions</i></p> <p>Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p> <p>Unit 6: Written narrative <i>Poster/multi-modal presentation</i></p> <p>Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text</p>

Year 2 – MATHS

Year 2 – MATHS				
	Semester 1	Semester 2		
Y2	MATHS – Low risk	Time allocation: 5 hrs p/w		
	<p>Unit 1: (v8.0) Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, Solve simple multiplication and division problems. • Using units of measurement — order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, Measure and compare lengths using non-standard units. • Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, Unlikely, certain, impossible. • Data representation and interpretation collect simple data, record data in lists and tables, display data in a picture graph, Describe outcomes of data investigations. 	<p>Unit 2: (v8.0)</p> <ul style="list-style-type: none"> • Number and place value — recall addition and subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, part-part-whole relationships, add & subtract single and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, Solve simple grouping and sharing problems. • Fractions and decimals — represent halves and quarters and eighths of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and Eighths. • Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 & \$10 notes, count small collections of coins and notes • Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. • Using units of measurement — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, Cover surfaces to represent area, measure area with informal units. • Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, 	<p>Unit 3: (v8.0)</p> <ul style="list-style-type: none"> • Number and place value — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, Also, count large collections. • Fractions and decimals — divide shapes and collections into halves, Quarters and eighths solve simple fraction problems. • Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, Compare money amounts. • Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, Explore seasons and calendars. • Location and transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, Flips and slides in real world situations. 	<p>Unit 4: (v8.0)</p> <ul style="list-style-type: none"> • Number and place value — recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, Use place value to solve addition and subtraction problems. • Fractions and decimals — Identify halves, quarter and eighths of shapes and collections. • Using units of measurement — directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, Tell time to the quarter hour. • Shape — draw and describe two-dimensional shapes, Describe the features of three-dimensional objects. • Location and transformation — identify half and quarter turns, represent flips and slides, Interpret simple maps. • Chance — Predict the likelihood of an event based on data. • Data representation and interpretation — Use data to answer questions, represent data.

		<p>Draw 2D shapes and describe the features of familiar 3D objects.</p> <ul style="list-style-type: none"> • Location and transformation — <i>interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest</i> <p style="text-align: center;">STEAM UNIT Let's Evacuate Digital Technologies Subjects: Mathematics</p> <p>Assessment: Students code an evacuation route from the classroom to the Oval to teach other students how to evacuate safely.</p> <p>Excursion/Event:</p> <p>Resources Used: Scratch Jnr, Potentially DASH Robots</p>		
Y2	ASSESSMENT			
	<p>Unit 1: Counting and calculating to and from 1000 <i>Short answer questions</i> Students count to and from 1000 and perform simple addition and subtraction problems using a range of strategies.</p> <p>Unit 1: Collecting and representing data <i>Short answer questions</i> Students collect, organise and represent data to make simple inferences.</p> <p>Unit 1: Investigating outcomes of daily events (optional) <i>Assignment/Project</i> Students use simple strategies to reason and solve a chance inquiry question.</p> <p>Unit 2: Investigating simple maps of familiar locations (optional) <i>Assignment/Project</i> Students use simple strategies to reason and solve a location inquiry question.</p>	<p>Unit 2: Identifying number patterns and telling time to the quarter hour <i>Exam/Test</i> Students describe number patterns, identify missing elements and tell time to the quarter hour</p> <p>Unit 2: Recognising the value of money and performing simple addition and subtraction calculations <i>Exam/Test</i> Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies.</p> <p>Investigating the use of numbers in data collections. <i>Assignment/Project</i> Students use simple strategies to reason and solve a data collection inquiry.</p>	<p>Unit 3: Counting, multiplying and dividing <i>Short answer questions</i> Students count, model, represent numbers to, and from 1000, represent multiplication by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems.</p> <p>Unit 3: Ordering shapes and objects using informal units <i>OCD Adapted Unit: Short answer questions</i> Students measure, compare and order several objects using uniform informal units.</p> <p>Unit 3: Using a calendar to identify dates, months and seasons <i>Short answer questions</i> Students use a calendar to identify dates and the months included in seasons.</p> <p>Unit 3: Investigating numbers to 1000 <i>(2018 used as a teaching and learning experience and not assessment for reporting)</i> <i>Assignment/Project</i> Students use simple strategies to reason and solve a number inquiry question.</p>	<p>Unit 4: Representing data and chance <i>Short answer questions</i> Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences</p> <p>Unit 4: Recognising two-dimensional shapes and three-dimensional objects <i>Short answer questions</i> Students draw two-dimensional shapes; recognise the features of three-dimensional objects.</p> <p>Unit 4: Explaining transformations <i>Short answer questions</i> Students explain the effects of one-step transformations.</p> <p>Unit 4: Investigating shapes and location <i>Assignment/Project (2018 assessment task)</i> Students use simple strategies to reason and solve a number and location inquiry question.</p>

Year 2 – SCIENCE

Semester 1:		Semester 2		
Y2	SCIENCE – Some medium risks – see unit planning		Time allocation: 1 hr p/w	
	<p>Unit 1: Mix, make and use (v8.0)</p> <p>In this unit, students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They will describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p>	<p>Unit 4: Save planet Earth (v8.0)</p> <p>In this unit, students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students will learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p>	<p>Unit 2: Toy factory (v8.0)</p> <p>In this unit, students will understand how a push or pull affects how an object moves or changes shape. They 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 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, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object, they create</p> <p style="text-align: center;">STEAM UNIT Let's Play Design Technologies Subjects: Science</p> <p>Assessment: Students make a toy, using at least 2 recycled materials, that has wheels and can move with a push and/or a pull. Excursion/Event: Resources Used: Lego BricQ, Maker Space, Recycled materials</p>	<p>Unit 3: Good to grow (v8.0)</p> <p>In this unit, students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage and investigate how the needs are met. They consider the relevance of this knowledge to their everyday lives, including when caring for living things in the environment. They observe a class animal and plant and conduct other investigations, responding to questions and making predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p>
Y2	ASSESSMENT			
	<p>Unit 1: Combining materials for a purpose Investigation & report – combining materials for a purpose i.e., to create a playground or a lunchbox</p> <p>Experimental investigation Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.</p>	<p>Unit 4: Using Earth's resources Report Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations.</p>	<p>Unit 2: Designing a toy: Push and Pull Experimental investigation and presentation Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.</p>	<p>Unit 3: Exploring growth Supervised assessment : Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.</p>

Year 2 – THE ARTS

		Semester 1	Semester 2	
Y2	THE ARTS – Low risk	Time allocation: 1 hr p/w		
	<p>Music Musical Stories Students develop their singing voice focusing on the pitches so, mi and la whilst using appropriate curwen hand signs to demonstrate the movement of music. They deepen their musical knowledge through movement, reading, writing and performing repertoire on tuned and untuned percussion instruments focusing on how music can be used to tell a story.</p>	<p>Music Cont. Using their knowledge of so-mi and la, students will perform a simple song in front of an audience. They will analyse repertoire, how it is created and how it can be manipulated to create their own composition.</p> <p>Visual Art ODU: “Bright Houses” or “In the Garden” Art Focus: Howard Arkley, Hundertwasser Or Mirka Mora Drawing and Relief Mixed Media</p> <p>Students will develop the following techniques and processes: observational drawing, cardboard construction; investigation of colour, line, pattern and shape</p> <p>Media Arts TBC – Connected to English - Poetry</p>	<p>Music Celebration Students will make and respond to music by exploring different celebratory music. Students will develop their singing voice and playing skills through the investigation of pitch, dynamics, rhythm and tempo. Students will compare celebratory music from different cultures around the world identifying what makes the music similar and different.</p>	<p>Drama Oakleigh Designed Unit This unit explores a children’s picture book for e.g. A Bus Called Heaven by Bob Graham, Grumble pants or texts which display stereotypes and non-stereotype characters and situations. During this unit, students will investigate situations, roles and relationships as well as the tension that arises from not knowing what will happen next.</p>
Y2	ASSESSMENT			
	<p>S1 Music: Collection of Work</p>	<p>Collection of Work 2020: Colourful Houses For assessment, students will explore and respond to artist’s ways of representing the built environment through mixed media drawing with a focus about line, shape, pattern and colour.</p>	<p>S2 Music: Collection of Work</p>	<p>Drama: Supervised assessment For assessment, in small groups students will devise and share a short scene with their peers that explores what happens after the events in the book take place.</p> <p>Students are assessed on their use of drama skills. For e.g., focus; voice volume, pitch, variation; physical characterisation; risk taking and experimentation.</p>

Year 2 – HASS

Year 2 – HASS		
	Semester 1	Semester 2
Y2	HASS – Low risk	Time allocation: 1 hr p/w
	<p>HASS Unit 1: Present connection to places Inquiry question: How are people connected to their place and other places? In this unit: Term 1: Geography Component</p> <ul style="list-style-type: none"> • 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 <p>Term 2: Geography component</p> <ul style="list-style-type: none"> • 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 to identify ways people, including ATSI peoples, are connected to places and factors that influence those connections <p>Respond with ideas about why significant places should be preserved and how people can act to preserve them</p>	<p>HASS Unit 2: Impacts of Technology over time Inquiry question: How have changes in technology shaped our daily life? In this unit:</p> <ul style="list-style-type: none"> • Investigate continuity and change in technology used in the home (eg. 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 • Use information gathered for an investigation to develop and narrative about the past
Y2	ASSESSMENT	
	<p>Assessment task — Present connections to places To explore the location and significant features of places and consider how people are connected to these and why they should be preserved. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • recognise that places can be described at different scales, and that the world can be divided into major geographical divisions • identify the features that define places and represent the location of places and their features on plans and labelled maps • sort, record and interpret geographical information and data to draw conclusions about how people are connected to places • reflect on their learning to suggest reasons why an important site should be preserved, and how it can be preserved 	<p>Assessment task — Impacts of technology over time: Inquiry Booklet To interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • pose questions to investigate how changing technologies used for transport affected the lives of people over time • identify information from provided sources to answer questions posed • sequence familiar objects in chronological order to represent continuity and change • draw simple conclusions about continuities and changes to technologies used for transport and the impacts of change on the lives of people • Present a narrative using terms denoting time.

Year 2 – Physical Education

Year 2 – Physical Education		
	Semester 1	Semester 2
Y2	HPE – See Specialist teacher for CARAS	Time allocation: 2 hrs p/w
	<p>Movement and Physical Activity Adapted: Unit 1 C2C: Tadpole Tales:</p> <p>Stroke development and aquatic skills including life saving Students are developing their fundamental and simple specialised movement skills by participating in swimming/lifesaving.</p>	<p>Movement and Physical Activity Unit 4 C2C: What’s your target?</p> <p>Students are developing their fundamental and simple specialised movement skills by participating skipping and ball activities</p>
		<p>Movement and Physical Activity C2C Yr2: U1: Gym, Imove, ljump, lland.</p> <p>Students are developing their fundamental and simple specialised movement skills by participating in athletics.</p> <p>Students are learning propose a range of alternatives and test their effectiveness when solving movement challenges and are using strategies to work in group situations when participating in physical activities.</p>
		<p>Movement and Physical Activity Adapted: C2C Y2 U1: Tadpole Tales</p> <p>Students continue to develop their fundamental and simple specialised movement skills by participating in swimming/lifesaving, a motor perception program and carnivals.</p> <p>They also continue to learn to create and participate in games with and without equipment.</p>
Y2	ASSESSMENT	
	<p>Y2 Unit 1 C2C: Tadpole Tales: Stroke development and aquatic skills. Plus Water Safety and swimming education program: Survival skills program</p> <p>Students are assessed on movement sequences that incorporate the elements of movement. For e.g. their stroke development and aquatic skills. They are also assessed on their knowledge of how their bodies react to the physical activity of swimming.</p>	<p>Yr 2 Unit 4 C2C: What’s your target?</p> <p>Practical Assessment Students are assessed on refined fundamental movement skills such as: Throwing, passing, trapping, kicking.</p>
		<p>C2C Yr2: U1: Gym, Imove, ljump, lland.</p> <p>Practical Assessment Students are assessed on their running, jumping, dodging and throwing skills.</p>
		<p>C2C Y2 U1: Tadpole Tales</p> <p>Practical Assessment Students are assessed on their Stroke development and aquatic skills including swimming the stroke skills aligned to backstroke and freestyle.</p>

Year 2 – PERSONAL, SOCIAL AND COMMUNITY HEALTH

Year 2 – PERSONAL, SOCIAL AND COMMUNITY HEALTH		
	Semester 1	Semester 2
Y2	HEALTH – Low risk	Time allocation as above
	<p>C2C Unit 2: Our Culture</p> <p>Students explore what shapes their own, their family and classroom’s identity. They examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students explore how different strengths and achievements are recognised and celebrated.</p> <p>Students:</p> <ul style="list-style-type: none"> recognise the influences that shape personal, family and classroom identities examine how different characteristics make people, families and classrooms unique recognise similarities and differences between individuals and within a group identify the feelings people experience when included in groups and excluded from groups recognise that people have different strengths and achievements recognise ways to show respect towards others’ similarities and differences <p>C2C Unit 1: My classroom is healthy safe and fun</p> <p>Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others’ healthy and safe in and outside their classroom.</p> <p>Students:</p> <ul style="list-style-type: none"> understand what health means understand what makes the classroom a healthy and safe environment understand the actions that can be taken to keep themselves and others healthy and safe in and outside the classroom. 	<p>C2C Unit 3: Stay Safe: Bunyaville Environmental Centre : Week 2 T3</p> <p>Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p> <p>Students:</p> <ul style="list-style-type: none"> understand their personal responsibility in staying safe understand how to stay safe in the wider community recognise the clues that can be used to recognise safe and unsafe situations understand the emotions they feel in response to safe and unsafe situations identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary examine sun safe strategies to promote their own health, safety and wellbeing. <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p> <p>C2C Unit 4: Message Targets</p> <p>Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others health and wellbeing.</p> <p>Students:</p> <ul style="list-style-type: none"> understand advertising techniques and the purpose of advertising interpret health messages and how they influence people’s decisions and behaviours understand how advertisements are used to promote healthy behaviours recognise how to make decisions that promote their own health and wellbeing use their knowledge of advertising and health messages to create a health promoting poster
Y2	ASSESSMENT	
	<p>C2C Unit 2: Our Culture</p> <p>Project/Interview</p> <p>Students interview one another to find out about themselves and their classmates. They explore the identities of students from their class from diverse backgrounds to produce a picture book describing themselves and their cultural identity.</p>	<p>C2C Unit 3: Stay Safe</p> <p>Collection of work</p> <p>Students complete a series of tasks relating Bunyaville. These tasks will be recorded and compiled to form a collection of work. Students view information about safe behaviours and be given scenarios to role play safe behaviours</p>

<p>The assessment will gather evidence of the student’s ability to: Recognise how strengths and achievements contribute to identities.</p> <p>C2C Unit 1: My Classroom is Healthy Safe and Fun</p> <p>Students complete an assignment using the APP Book Creator to create a poster of safe and unsafe classroom practise. They answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe.</p>	<p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none">• describe changes that occur as they grow older• identify how emotional responses impact on others’ feelings• select and apply strategies to keep themselves healthy safe and to ask for help with a task or problems. <p>C2C Unit 4: Message Targets</p> <p>Collection of work</p> <p>Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work.</p> <p>The assessment will gather evidence of the student’s ability to: examine health messages and describe how to keep themselves and others healthy and physically active.</p>
--	--

Year 2 – TECHNOLOGIES

Semester 1	
Y2	<p>Digital Technologies – Some medium risks – see unit planning</p> <p style="text-align: right;">Time allocation .5 hrs /week</p>
	<p>Oakleigh Designed Unit: (ODU) Let's Evacuate Students design a digital solution to communicate about the safest pathway from their classroom to an emergency evacuation area. They create a sequence of steps and decisions. They follow, describe and represent these as algorithms.</p> <p style="text-align: center;">STEAM UNIT Let's Evacuate Digital Technologies</p> <p style="text-align: center;">Subjects: Mathematics</p> <p>Assessment: Students code an evacuation route from the classroom to the Oval to teach other students how to evacuate safely.</p> <p style="text-align: center;">Excursion/Event:</p> <p style="text-align: center;">Resources Used: Scratch Jnr, Potentially DASH Robots</p>
Y2	ASSESSMENT
	<p style="color: blue;">Students design an algorithm to communicate the safest and shortest pathway from the classroom to an emergency assembly area using Scratch Jnr on the ipad.</p>
Semester 2	
Y2	<p>Design Technologies</p> <p>Oakleigh Designed Unit: ODU: Year 2 students will conduct an inquiry towards the design and creation of a toy to add value to the new junior play space. They will investigate forces in Science and appropriate technologies for creating movement in toys.</p> <p>Inquiry Question How might we design some toys to provide entertainment to our Prep students in their new playgrounds?</p> <p style="text-align: center;">STEAM UNIT Let's Play Design Technologies</p> <p style="text-align: center;">Subjects: Science</p> <p>Assessment: Students make a toy, using at least 2 recycled materials, that has wheels and can move with a push and/or a pull.</p> <p style="text-align: center;">Excursion/Event:Resources Used: Lego BricQ, Maker Space, Recycled materials</p>
Y2	Assessment
	<p style="color: blue;">Students use their knowledge and understanding of the scientific concepts of push and pull to design a toy.</p>

