



Chapel Hill State School

Additional Learning Areas Curriculum and Assessment Yearly Overview 2025 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 Assessment: Observation checklist	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 Assessment: Observation checklist	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 Assessment: Observation checklist	Music Consolidate Rhythm work, Ostinati (rhythmic and melodic) Reading/writing and performing rhythms Assessment: Observation 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 – Unit 3 Stay Safe <i>Collection of Work</i> Selecting and applying strategies to keep themselves safe. Students identify how emotional responses impact on others' feelings.	
	Assessment: Marking Guide		Assessment: Marking Guide	
	Physical Education – Ropes & Rhymes <i>Practical</i> <ul style="list-style-type: none"> Long rope skipping skills, and sequences to rhymes. Personal and social skills for working with others and identifying how their heart reacts to skipping. Assessment: Practical Observations/checklists	Physical Education – Play with Purpose <i>Practical</i> <ul style="list-style-type: none"> Refinement of throwing, catching and dribbling skills, for invasion games, through a game-sense approach to learning. Game skills leading to game strategies. Assessment: Observation checklist and Marking Guide	Physical Education - Little Kickers <i>Practical</i> <ul style="list-style-type: none"> Object control skills for different football codes, including kicking, catching and handballing. Game skills leading to game strategies. Assessment: Observations/ checklists	Physical Education – Swim & Survive <i>Practical</i> <ul style="list-style-type: none"> Swimming skills and survival knowledge for when in, on and around the water. 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

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.