Year 2 Achievement Standards

Religion	At Standard, students formulate questions and gather information to engage in discussions about God and how God's love is taught and expressed through the Church as a community. Students identify some characteristics of a community and explain how the family and the Church reflect those characteristics. They explore how the Church as a religious community is founded by Jesus and guided by the Holy Spirit. They identify how the Bible helps members of the Church come to know God and follow God's Commandments as Jesus did. Students explain how the Church is like a family who shares in the life of Jesus to live in communion with God and each other. They provide examples of how the Church community can reflect God's love by being compassionate like Jesus taught. Students describe how the Church joins with Jesus in the celebration of the Eucharist, as a thanksgiving prayer to God. Students recall the presence of the Holy Spirit when members of the Church pray both formally and informally to God, celebrate the Seven Sacraments and live in ways that promote peace.
English	**Reading and Viewing** At Standard, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They explain their preferences for aspects of texts using other texts as comparisons. **Writing and Creating** Students create texts, drawing on their own experiences, their imagination and information they have learnt. They create texts that show how images support the meaning of the text. Students accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately. **Speaking and Listening** Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. Students create texts that show how images support the meaning of the text. They create texts, drawing on their own experiences, their imagination and information they have learnt. Students use a variety of strategies to engage in group and class discussions and make presentations.
Mathematics	**Number and Algebra** At Standard, students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. Students represent multiplication and division by grouping into sets. They divide collections and shapes into halves, quarters and eighths. Students associate collections of Australian coins with their value. They recognise increasing and decreasing number sequences involving 2s, 3s and 5s. Students identify the missing element in a number sequence. **Measurement and Geometry** Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. Students recognise the features of three-dimensional objects. They draw two-dimensional shapes. Students interpret simple maps of familiar locations. They explain the effects of one-step transformations. **Statistics and Probability** Students describe outcomes for everyday events. They collect, organise and represent data to make simple inferences. Students make sense of collected information.

Science	**Science Understanding**
	At Standard, students describe changes to materials and living things, and how a push or a pull affects an object's behaviour. They identify that certain materials and resources have different uses.
	Science as a Human Endeavour
	Students describe examples of where science is used in people's daily lives.
	Science Inquiry Skills
	Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. Students record and represent observations and communicate ideas in a variety of ways.
Humanities and Social Sciences	At Standard, students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts using some relevant terms. They reflect on what they have learnt using oral and/or written forms.
	Students locate major geographical divisions of the world, and describe places at a variety of scales. They describe the interconnections between people and places, and they identify the factors that influence people's connections with others in different places. Students identify people, sites and parts of the natural environment in their local community that reveal information about the past, and those that have significance today. They identify examples of how technology has changed and its impact on people's lives.
The Arts- Music	At Standard, students recognise beat and identify, imitate and improvise short rhythm patterns in simple time signatures. They usually recognise, improvise, sing and play pitch patterns in tune within a pentatonic scale. Students use graphic and/or standard notation to represent music ideas, with some errors. They identify and incorporate tempo and some dynamics when composing and performing, making occasional errors. Students select mostly appropriate instruments or sound sources to communicate their own music ideas. They usually sing in tune, and play classroom instruments with mostly correct timing and technique.
	Students listen and respond to music, usually identifying instruments or sound sources. They associate instruments with particular music ideas and usually recognise that music relates to a particular place, occasion or tradition. Students make a simple connection between an element of music when describing context or mood.
The Arts- Visual Arts	At Standard, students apply their ideas, skills and techniques to making artwork. They apply their ideas to familiar places, using some visual art elements, and a given range of materials, techniques and technologies. When producing artwork, students use shape, line, colour, texture and space. They create artwork, experimenting with some techniques.
	Students suggest why people make art. They make simple, personal responses about how they or others have used visual art elements in artwork.

Design and Technologies	At Standard, students <u>identify</u> and exemplify roles of people that design and produce products, services and environments within the community. In <u>Engineering</u> principles and systems, students use a range of forces to move objects and observe the reactions. In Food and <u>fibre</u> production, students make simple connections between healthy living, food and <u>fibre</u> choices. In <u>Materials</u> and <u>technologies</u> specialisations, students develop ideas and make design decisions, considering both the <u>characteristics</u> and <u>properties</u> of <u>materials</u>. With all Design and Technology contexts, students explore design to meet needs or opportunities. They develop, communicate and discuss design ideas through describing, drawing, modelling and/or sequenced steps. Students use <u>components</u> and given <u>equipment</u> to safely make solutions. They use simple <u>criteria</u> to <u>evaluate</u> the success of <u>design processes</u> and solutions. Students work independently, or collaboratively, to organise <u>information</u> and ideas to safely create and share sequenced steps for solutions.
Digital Technologies	At Standard, students use digital systems for a specific purpose making connections between <u>software</u> and <u>hardware</u>. They <u>identify</u> patterns within <u>data</u> to make simple conclusions. Students select, present and use <u>data</u> using a variety of <u>digital tools</u> in an <u>online environment</u>. In <u>Digital Technologies</u>, students explore design to meet needs or opportunities. They develop, communicate and discuss design ideas through describing, drawing, modelling and/or sequenced steps. Students use <u>components</u> and given <u>equipment</u> to safely make solutions. They use simple <u>criteria</u> to <u>evaluate</u> the success of <u>design processes</u> and solutions. Students work independently, or collaboratively, to organise <u>information</u> and ideas to safely create and share sequenced steps for solutions.
Health Education	**Health Education** At Standard, students list appropriate strategies and behaviours, and outline how they promote health, safety and <u>wellbeing</u> related to personal health practices, such as drinking enough water and getting sufficient sleep each night. Students <u>interpret</u> the feelings of others and provide a suitable <u>strategy</u> to <u>respond</u> to them, such as including classmates in activities or games.
Physical Education	**Physical Education** At Standard, students perform a number of <u>fundamental movement skills</u>, including body management, locomotor and <u>object control skills</u>. They <u>apply</u> a combination of these skills when they participate in simple games or physical activities. Students <u>describe</u> ways their body reacts and the positive feelings they have when participating in <u>physical activity</u>. They <u>demonstrate</u> positive ways to interact with others in games and <u>describe</u> why rules and fair play are important.

Auslan (Languages)	By the end of Year 2, students interact with teachers and each other to talk about themselves, their families, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective non-manual features (NMFs). They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT-me PRO1. Students ask and respond to simple questions and distinguish between statements and questions. They express likes, dislikes and feelings using lexical signs and affective NMFs. They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. They use culturally appropriate protocols, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table. They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG. Students demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence shared events using familiar signs and visual prompts. They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English. They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements, and portray characteristics through the use of constructed action. They identify similarities and differences in ways they interact when communicating in English and in Auslan. Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of whole signs, gestures or fingerspelling. They identify and categorise signs according to handshape and they recognise major types of path movements. They know that some signs link to the appearance of a referent, for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. They know that locations of signs can be modified to change meaning, for example when pointing to people. They recognise the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture and know that sign order is flexible in Auslan.