

# Year 2 Achievement Standards



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| <b>Religion</b>    | <p>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.</p> <p>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.</p>  |
| <b>English</b>     | <p><b>Reading and Viewing</b><br/>Children listen to, read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through settings, characters and events. They identify how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge and grammatical patterns to read unfamiliar words and most high-frequency words. They use knowledge of phonics, words and punctuation to read with phrasing and fluency.</p> <p><b>Writing and Creating</b><br/>Children create written and/or multimodal texts, including texts to tell stories, inform, express an opinion or adapt an idea for familiar audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.</p> <p><b>Speaking and Listening</b><br/>Children interact with others for a purpose and listen to and create spoken texts to discuss ideas and share experiences and personal preferences, including through storytelling. They communicate ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, and draw on information from learnt topics, their imagination, funds of knowledge or texts. They organise and link ideas, and use language features, including topic-specific vocabulary.</p> |
| <b>Mathematics</b> | <p><b>Number and Algebra</b><br/>At Standard, students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. Students represent <u>multiplication</u> 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 <u>number</u> sequences involving 2s, 3s and 5s. Students identify the missing <u>element</u> in a <u>number</u> sequence.</p> <p><b>Measurement and Geometry</b><br/>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.</p> <p><b>Statistics and Probability</b><br/>Students describe outcomes for everyday events. They collect, organise and represent <u>data</u> to make simple inferences. Students make sense of collected information.</p>  |

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| <b>Science</b>                        | <p><b>Science Understanding</b><br/>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.</p> <p><b>Science as a Human Endeavour</b><br/>Students describe examples of where science is used in people's daily lives.</p> <p><b>Science Inquiry Skills</b><br/>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.</p>   |
| <b>Humanities and Social Sciences</b> | <p>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.</p> <p>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 <u>local community</u> that reveal information about the past, and those that have <u>significance</u> today. They identify examples of how technology has changed and its impact on people's lives.</p> |
| <b>The Arts-Music</b>                 | <p>At Standard, students recognise <u>beat</u> and identify, imitate and improvise short <u>rhythm</u> patterns in <u>simple time</u> signatures. They usually recognise, improvise, sing and play <u>pitch</u> patterns in tune within a <u>pentatonic scale</u>. Students use graphic and/or standard <u>notation</u> to represent music ideas, with some errors. They identify and incorporate <u>tempo</u> and some <u>dynamics</u> 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 <u>technique</u>.</p> <p>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 <u>context</u> or mood.</p>   |
| <b>The Arts-Visual Arts</b>           | <p>At Standard, students apply their ideas, skills and techniques to making <u>artwork</u>. They apply their ideas to familiar places, using some <u>visual art elements</u>, and a given range of materials, techniques and technologies. When producing <u>artwork</u>, students use <u>shape</u>, <u>line</u>, <u>colour</u>, <u>texture</u> and <u>space</u>. They create <u>artwork</u>, experimenting with some techniques.</p> <p>Students suggest why people make art. They make simple, personal responses about how they or others have used <u>visual art elements</u> in <u>artwork</u>.</p>   |

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| <b>Design and Technologies</b> | <p>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>.</p> <p>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.</p> |
| <b>Digital Technologies</b>    | <p>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>.</p> <p>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.</p>   |
| <b>Health Education</b>        | <p>Children explain how personal qualities contribute to identity. They describe strategies that help manage emotional responses. Children outline how they promote health, safety and wellbeing related to personal health practices. They apply help-seeking strategies to keep themselves and others safe. Children explain how health information is communicated and why it is important for making choices. They interpret the feelings of others and provide a suitable strategy to respond to them and to facilitate respectful relationships.</p>   |
| <b>Physical Education</b>      | <p>Children perform fundamental movement skills, including body management, locomotor and object control skills. They apply a combination of these skills when they participate in simple games or physical activities. Children describe the physical, mental and emotional responses they may have when participating in physical activity. They demonstrate positive choices when interacting with others in minor games and physical activities and describe why rules and fair play are important.</p>  |

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| <b>Auslan<br/>(Languages)</b> | <p>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<sub>-me</sub> 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.</p> <p>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.</p> |
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