



Richmond State School

Deeds Not Words

Year 2, Term 3 2026 Curriculum Overview

English

This term, students will be learning about opinion texts. They will explore how authors use persuasive language to express an opinion and convince an audience. Students will read and discuss a variety of persuasive texts, identify the structure and language features of opinion writing, and learn to organise their ideas clearly. They will create their own persuasive text by stating their opinion, supporting it with reasons and details, and using topic-specific vocabulary, conjunctions and pronouns to link their ideas. Students will also practise editing their writing for punctuation, spelling and clarity.

Key Concepts & Vocabulary: opinion, fact, persuasive text, audience, statement of opinion, reasons, supporting details, conjunctions, pronouns, topic-specific vocabulary, simple sentence, compound sentence, because, and, but, so, I believe, I think, I prefer.

Mathematics

This term, students will develop their understanding of number, fractions, measurement and shapes. They will solve multiplication and division problems using equal groups, arrays and sharing strategies, and explain how they worked out their answers. Students will identify and represent halves, quarters and eighths, measure and compare the length, mass and capacity of objects using informal units, and compare and classify 2D shapes using their features and mathematical language. Throughout the term, students will explain and justify their thinking using a range of strategies.

Key Concepts & Vocabulary: multiplication, division, equal groups, arrays, repeated addition, sharing, fractions, halves, quarters, eighths, length, mass, capacity, informal units, compare, classify, sides, corners, curved, straight, parallel, strategy, reasoning.

Science

This term, students will be learning about Earth's natural resources, with a focus on water and soil. They will investigate how these resources are used in everyday life, why they are important for living things, and how we can conserve them for the future. Students will compare healthy and unhealthy soil, investigate how different types of soil affect plant growth, and use informal measurements to record and compare their observations. They will also explore different conservation strategies and explain why some are more effective than others using scientific vocabulary.

Key Concepts & Vocabulary: natural resources, water, soil, conservation, conserve, source, hydrate, survival, extinct, erosion, topsoil, healthy soil, observations, investigation, measurement.

Design and Technologies

This term, students will be learning about digital technologies and how they help us in our everyday lives. They will identify common digital systems and explain what they are used for. Students will also learn how to collect, organise and display data using digital tools, create and continue simple patterns, and explore how algorithms are used to give step-by-step instructions. Throughout the term, students will develop their confidence using technology safely and purposefully to solve problems and share information.

Key Concepts & Vocabulary: digital technology, digital system, hardware, software, data, algorithm, pattern, sequence, instructions, collect, organise, display, computer, tablet, iPad, robot.

HASS (Humanities and Social Sciences)

Students will investigate how people are connected to places across personal, local, national and global scales. They will explore why places are important, how people maintain connections through family, travel, culture, food, sport and trade, and recognise that the world is divided into continents and hemispheres. Students will develop a broader understanding of Australia's place in the world and how people are connected across different locations.

Key Concepts & Vocabulary: place, connection, local, national, global, Australia, continent, hemisphere, equator, compass, north, south, east, west, globe, map, symbol, key, legend, location, environment, natural feature, human feature, represent, investigate, compare, community, sustainability, Country/Place.

The Arts

In this Dance unit, students explore how movement can communicate stories, ideas and feelings. Through action stories, students develop skills in using space, time, dynamics and relationships to create and perform dance sequences. Students learn about different cultural purposes for dance, including Aboriginal, Torres Strait Islander and Asian dance traditions, while building confidence and creativity.

Key Concepts & Vocabulary: Storytelling through dance, Movement ideas, Dance elements, Spatial awareness, Expressive skills, Safe practices, Cultural purposes, Cultural dances, Dance responses, Collaboration skills.



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Health and Physical Education

Health: Students will be exploring safe and unsafe situations to understand their responsibility in staying safe. They will examine the safety clues that can be used in situations and identify the emotions they feel in response to situations. Students will consider different aspects of sun safety and how they can promote their health, safety and wellbeing.

PE: In PE, students are learning to demonstrate fundamental movement skills using scooter boards. They will manoeuvre a scooter board along different pathways and through a range of obstacles. Students will be provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They will also work collaboratively with partners to solve team-based scooter board challenges

Key Concepts & Vocabulary: unsafe, safe, emotions, situations, encouragement, value, scooter boards.

Year 2, Term 3 2026 Assessment Calendar

English Teacher: Olivia Trace Contact: omtra1@eq.edu.au	Assessment name: Expressing an opinion Assessment technique: Written Response Due date: Week 8	
Mathematics Teacher: Olivia Trace Contact: omtra1@eq.edu.au	Assessment name: Representing fractions and measuring, comparing and classifying shapes. Assessment technique: Short response Due date: Week 8 Assessment name: Using mathematical modelling to solve multiplicative problems Assessment technique: Short response Due date: Week 8	
Science Teacher: Olivia Trace Contact: omtra1@eq.edu.au	Assessment name: Using Earth's Resources Assessment technique: Short response Due date: Week 8	
HASS Teacher: Bethea Pattel Contact: bpatt15@eq.edu.au	Assessment name: Connections to Places Assessment technique: Short responses / Investigations Due date: Weeks 6 to 8	
Design and Technologies Teacher: Olivia Trace Contact: omtra1@eq.edu.au	Assessment name: Computers: Handy helpers Assessment technique: Observed demonstration and short response Due date: Week 10	
Health and Physical Education Teacher: Jaimee Baartz Contact: jbaar16@eq.edu.au	Assessment name: Stay Safe Assessment technique: Collection of work Due date: Week 7 & 8	Assessment name: They keep me rolling Assessment technique: Practical Due date: Week 8
The Arts Teacher: Patrick Clough Contact: pclou5@eq.edu.au	Assessment name: Action Stories Assessment technique: Performance/Written Due date: Week 9	