

ENGLISH STAGE 2 STAGE STATEMENT

By the end of Stage 2 students communicate expressively and clearly with growing proficiency about ideas and information in classroom, school and social situations for a range of purposes. They explore a variety of roles when interacting in pairs and groups, attending to different views and responding appropriately. Students use various listening behaviours to gather general ideas and key points from conversations, reports or spoken presentations. They identify the effect of purpose, audience and culture on spoken texts and shape and present ideas accordingly. Students identify common organisational patterns and language features of predictable spoken texts.

Students independently read, view and respond to familiar and challenging texts and justify interpretations of ideas, information and events using a range of skills and strategies. They integrate a range of skills and strategies efficiently when reading, interpreting, analysing and evaluating texts and visual images. Students identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understandings. They recognise the representation of characters, settings and events in imaginative texts and start to evaluate point of view. They explain some ways in which authors and illustrators engage the interests of audiences and achieve a range of purposes. Students explore the structural and grammatical features and purposes for a range of written, visual and multimodal texts.

Students create well-structured imaginative, informative and persuasive texts in terms of topic, purpose, audience and language by drafting, proofreading and editing for familiar and unfamiliar audiences. They use simple and complex sentences, paragraphing, punctuation and grammatical features characteristic of the various texts to support meaning. Students spell familiar and unfamiliar words using knowledge of letter–sound correspondence, regular and irregular spelling patterns, spelling rules and a range of other strategies. They use increasing fluency when writing, applying NSW Foundation Style as appropriate, and develop digital publishing skills. Students explain and reflect on how they structure their writing to achieve intended purposes.

MATHEMATICS STAGE 2 STAGE STATEMENT

By the end of Stage 2, students ask questions and use efficient mental and written strategies with increasing fluency to solve problems. They use technology to investigate mathematical concepts and check their solutions. Students use appropriate terminology to describe and link mathematical ideas, check statements for accuracy and explain their reasoning.

Students count, order, read and record numbers of up to five digits. They use informal and formal mental and written strategies to solve addition and subtraction problems. Students use mental strategies to recall multiplication facts up to 10×10 and related division facts. They use informal written strategies for multiplication and division of two-digit numbers by one-digit numbers. Students represent, model and compare commonly used fractions, and model, compare and represent decimals of up to two decimal places. Students perform simple calculations with money and solve simple purchasing problems. They record, describe and complete number patterns and determine missing numbers in number sentences. Students recognise the properties of odd and even numbers.

Students estimate, measure, compare, convert and record length, area, volume, capacity and mass using formal units. They read and record time in hours and minutes, convert between

units of time, and solve simple problems involving the duration of time. Students name, describe and sketch particular three-dimensional objects and two-dimensional shapes. They combine and split two-dimensional shapes to create other shapes. They compare angles using informal means and classify angles according to their size. Students use a grid-reference system to describe position, and compass points to give and follow directions. They make simple calculations using scales on maps and plans.

Students collect and organise data, and create and interpret tables and picture and column graphs. They list all possible outcomes of everyday events, and describe and compare chance events in social and experimental contexts.

SCIENCE STAGE 2 STAGE STATEMENT

By the end of Stage 2 students are responsive to ideas and show interest in and enthusiasm for science and technology. They appreciate the importance of science and technology in their lives and show a willingness to improve the quality of their local environment.

Students begin to initiate their own investigations and develop ideas for design tasks based on their prior science and technology knowledge and experiences. When using the processes of Working Scientifically and Working Technologically, they begin to develop and apply a sequence of steps.

When engaging in the processes of Working Scientifically and Working Technologically, students safely and carefully manipulate available tools, materials and equipment. They identify ways of improving techniques and methods used in their investigations and design tasks. Students suggest ways that findings from the processes of Working Scientifically and Working Technologically can inform further investigations and design tasks. They use a range of representations to document and communicate methods, techniques, findings, ideas and information, including digital technologies as appropriate.

Students identify when science is used to ask investigable questions and predict outcomes. They follow instructions to plan and conduct a range of first-hand investigations, including fieldwork. Students make and record observations, using formal measurements as appropriate and suggesting reasons why methods were fair or not. They organise and identify patterns in data using provided tables and simple column graphs. Students suggest reasons for observations and compare findings with predictions.

Students explore a design task and develop a design brief that identifies simple design criteria. They continue to generate and develop ideas and begin to use creative thinking techniques, including brainstorming and sketching. They begin to develop and apply a structured plan to produce their solutions for built environments, information and products. Students use design criteria and feedback to explain how their design solution could be adjusted and improved to meet their needs and those of others.

Students use their understanding of the Natural Environment to describe observable changes on the Earth's surface that result from natural and human processes. They relate movements of the Earth to regular observable changes and describe interactions between objects that result from contact and non-contact forces. Students sequence key stages in the life cycle of a plant or animal, distinguish between living and non-living things and group them based on observable features. They identify relationships between living things and describe situations where science knowledge can influence their own and others' actions.

Students relate the behaviour of heat to observable changes in state that occur between solids and liquids. In suggesting explanations for everyday observations, they identify how the observable properties of materials influence their use. Using their understanding of the Made Environment, students describe how products are designed, produced and used in different ways by people. They describe how people interact within a place and space, and explain how these are designed to meet the needs of users.

HISTORY STAGE 2 STAGE STATEMENT

By the end of Stage 2, students explain how and why there has been change and continuity in communities and daily life. They identify traces of the past in the present and can explain their significance. They identify celebrations and commemorations of significance in Australia and the world. Students describe and explain how significant individuals, groups and events contributed to changes in the local community over time. They describe people, events, actions and consequences of world exploration. Students identify the importance of Country to Aboriginal and Torres Strait Islander peoples and explain the impact of British settlement in Australia.

Students sequence key events and people in chronological order and identify key dates. They pose a range of questions about the past, identify sources (such as written, physical, visual, oral) and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

GEOGRAPHY STAGE 2 STAGE STATEMENT

By the end of Stage 2, students examine the characteristics of places in different locations from the local to the national scale. They describe interconnections between people and the environment. They identify simple patterns in the distribution of the features of places. Students recognise the importance of the environment and examine how different perceptions influence people's responses to a geographical challenge.

Students develop geographical questions to investigate and collect and record relevant data and information to answer these questions. They represent data by constructing tables and graphs and maps featuring cartographic conventions. They read maps to determine location, direction and distance. Students interpret data and draw conclusions. They present findings using geographical terminology in a range of communication forms. They reflect on their learning and propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

CREATIVE AND PERFORMING ARTS STAGE 2 STAGE STATEMENT

Stage 2 Visual Arts ■ Music ■ Drama ■ Dance

Students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented. Students sing, play and move to music, demonstrating a basic understanding of musical concepts. They organise musical ideas into simple compositions and use understood symbols to represent these. Students listen to a range of music, identifying key features and they make some informed judgements about musical preference. Students use movement and voice to build the action and roles of a drama in a variety of situations. They devise and sequence drama to create meaning. Students experience and interpret a range of drama forms and elements by making, performing and appreciating drama. Students perform dances demonstrating a range of performance qualities and increasingly complex movement skills. They explore the elements of dance in their own works and how these can be selected and combined to convey meaning. Students discuss the meaning and purpose of dance works and the roles of the creator and performer.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION STAGE 2 STAGE STATEMENT

Fundamental Movement and Physical Activity ■ Healthy Choices ■ Self and Relationships Students apply movement skills in dance, gymnastics, games and sports, and practise manipulative skills in a range of minor games. They perform movement sequences with consistency and control and demonstrate cooperation, effort and practice in physical activity. Students demonstrate proficiency in the fundamental movement skills of static balance, sprint run, vertical jump, catch, hop, side gallop, skip and overarm throw through practice and application in different games and sports. They participate in physical activity and investigate how it contributes to a healthy and active lifestyle. Students describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision-making process. They examine how the use of drugs such as tobacco and alcohol can cause harm. They investigate nutritional choices relating to cultural beliefs, special dietary needs and 'fast food'. Students demonstrate behaviours to stay safe at home, on and near roads, when travelling to and from school, and near water. They demonstrate the capacity to deal with unsafe situations including abuse, bullying and harassment. Students recognise individual strengths and limitations and they identify characteristics that make them unique. They explore body changes that occur during life, including puberty. Students explain how positive relationships are formed and the importance of effective communication of feelings and needs in maintaining relationships. They recognise the rights, values and feelings of others and devise strategies to solve problems, recognise and accept differences and manage conflict.