Year 2 Marking Guides Term 4

Year 2 Unit 4 - A New Adventure Story

Student	_	Teacher	_
Learning area	ENGLISH	Subject	Imaginative Text: Written
Technique	Extended response: Narrative: An Adventure Story		
Purpose	To create a written adventure story based on a familiar character.		

	Applying	Connecting	Working With	Exploring	Beginning
Writing and Creating	Create a written narrative adventure to adapt an idea for audiences with three related ideas (narrative contains rock, boulder, ending) • Simple and compound sentences, • Extended noun groups, verb groups • Prepositional language. Editing by adding, deleting or changing vocabulary to improve a text about an adventure. • Improving the text	Create a written narrative adventure to adapt an idea for audiences with two related ideas (narrative contains 2 of rock, boulder, ending) • using simple and compound sentences, • noun groups and verb groups Uses and edits text structures to organise (sequence of events) and link ideas about an adventure. • Fix errors	Create a written narrative adventure to adapt an idea for audiences using • simple and compound sentences • noun groups. Use text structures to organise (sequence of events) and link ideas about an adventure'.	Create a written narrative adventure for audiences using • nouns Use simple sentences to organise ideas about a written narrative.	Creates images and uses words about a narrative adventure. Use words and phrases from learning to tell about a narrative of a new idea.
	Punctuate simple and compound sentences • Using commas, • apostrophes for regular and single possessives	Punctuate simple and compound sentences. • Uses commas for lists	Writes and punctuate simple and compound sentences. • Capitalises proper nouns • Uses pronouns	Punctuate sentences. • Capital letters for proper nouns • Boundary punctuation	
	Use topic-specific vocabulary to develop an adventure including • Extended noun groups • Extended verb groups • Makes conscious choices of vocabulary appropriate to the text	Use topic-specific vocabulary to develop an adventure • extended noun groups. • extended = quality and relevance of adjective (long, fluffy tail)	Uses topic-specific vocabulary. • Noun groups		
	Fluently writes clear, unjoined letters.	Writes all unjoined letters with consistent size and spacing between words	Write words using consistently legible unjoined letters.	Write words using unjoined letters.	
	Spell multisyllabic words with learnt long vowel phonemes and unfamiliar words phonetically with all phonemes represented. Uses phonic and morphemic knowledge to spell words with less common patterns (less common long vowel patterns). • Words whose spelling is not completely predictable from their sounds eg. enjin for engine	Spell multisyllabic words with learnt long vowel phonemes, and uses phonic and morphemic knowledge to attempt to spell words with less common patterns (less common long vowel patterns). • Morphemic knowledge: compound words (friendship, bedroom) • Prefixes& suffixes • Multisyllabic : pilot, diet	Spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns (less common long vowel patterns). • Attempt of spell using morphemic knowledge eg. driveing vs driving runing vs running • Learnt consonant diagraphs (e.g. sheep tooth)	Spell words with regular spelling patterns and familiar high frequency words.	Spell some words with regular spelling patterns.

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Year 2 Unit 3 Science - Can You Hear That?

Student		Teacher	
Learning area	SCIENCE	Subject	Physical Sciences - Sound
Technique	Experimental Investigation		
Purpose	To pose questions, make predictions and record observations of their findings. To describe sound energy production with shakers. To use scientific vocabulary to discuss their findings.		

		A	B	C	D	E
Science Understanding and Science as a Human Endeavour		Demonstrate how different sounds can be produced and describe the effect of sound energy on objects using terms such as loudness and pitch. Q7	Demonstrate how different sounds can be produced and describe the effect of sound energy on objects using the term loudness or pitch. Q2 (because – reason for prediction) Q5	Demonstrate how different sounds can be produced and describe the effect of sound energy on objects Q1	Demonstrate how different sounds can be produced	Demonstrate how a sound can be produced
Science Inquiry		pose questions to explore observed patterns or relationships and make predictions based on the relationship between vibration and sound. Q2 – prediction Q6 & Q8 – posing questions	pose questions, to extend and elaborate observed patterns or relationships and make predictions based on experience. Q2 – prediction Q6 & Q8 – posing questions	pose questions to explore observed patterns or relationships and make predictions based on experience. Q2 – prediction Q6 & Q8 – posing questions	pose questions to explore observed patterns	pose questions about sound
		With guidance, they compare their observations of sounds with those of others and with their own prediction. Identify further relevant questions. Q6 – relevance of question	With guidance, they compare their observations of sounds with those of others and with their own prediction. Identify further questions. Q3 – compare to prediction	With guidance, they compare their observations of sounds with those of others and identify further questions. Q4 -compare observations Q6 – further question	With guidance, they compare their observations of sounds with those of others	With guidance, compares observations

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HASS Unit 2: Technology Changes Over Time — Year 2

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	HASS	Subject	History
Technique	Investigation		

Purpose

Students identify how some aspects of sound technologies have changed and some aspects have stayed the same over time and explain how and why changing technologies have affected the lives of people. Students will pose questions to collect information on how clothes washing technology has changed over time.

		A	B	C	D	E
Knowledge and Understanding		Identify the effects of changes by comparing past and present objects in sound technologies on people's lives and interconnections with other people. Part C	Identify the effects of changes by comparing past and present objects in sound technologies on people's lives. Part C	Identify the effects of changes in sound technologies on people's lives. Part C	Identify a change in sound technologies on people's lives.	Identify a change in sound technologies.
Skills		Develop inquiry questions, to extend and elaborate ideas and collect, sort and record similarities and differences of related information about sound technology and data from observations and provided sources Part A and D	Develop inquiry questions, and collect, sort and record similarities or differences of related information about sound technology and data from observations and provided sources. Part A and D	Develop questions, and collect, sort and record related information about sound technology and data from observations and provided sources Part A and D	Collect, sort and record related information and data from observations and provided sources	Collect and sort related information and data from observations and provided sources
		Interpret information and data from observations about sound technology from a range of sources. Part B	Interpret information and data from observations about sound technology using relevant information. Part B	Interpret information and data about sound technology. Part B	Interpret information and data about sound technology	Identify a sound technology
		Use interpretations to draw conclusions, make proposals and provide reasons about how aspects of sound technology impacted on the way people played music in the past. Part B and C	Use interpretations to draw conclusions and make proposals about how aspects of sound technology impacted on the way people played music in the past. Part B and C	Use interpretations to draw conclusions and make proposals about sound technologies. Part B and C	Use interpretations to draw conclusions about sound technologies.	Draw a conclusion about sound technologies.
		Use sources, and precise subject-specific terms to present narratives and observations about sound technology in the past and writing to denote the passing of time (in the past, years ago, now, in the future)	Use sources, and subject-specific terms to present narratives and observations about sound technology the past and writing to denote the passing of time (in the past, years ago, now, in the future)	Use sources, and subject-specific terms to present narratives and observations about sound technology in the past	Use a source to present an observation about sound technology in the past	Present an observation about sound technology in the past

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Year 2 Mathematics: Unit 4 — Recognising two-dimensional shapes and three-dimensional objects   **Name:**
(Measurement and Geometry)

Purpose of assessment: To draw two-dimensional shapes and recognise the features of three-dimensional objects.

Understanding and Fluency
Draws two-dimensional shapes. Recognises the features of three-dimensional objects.

◄ Draws two-dimensional shapes and comprehensively describes key features. **PART A Q.1b** (detailed – describes length of sides or shape of lines in shapes. E.g. A rectangle has 2 long sides and 2 short sides/a circle has a curved line/my triangle has 3 sides that are all the same length etc. Recognises and describes the features of <u>unfamiliar</u> three-dimensional objects. **Part B Q.2b** (square-based pyramid only)	**A**
◄ Draws two-dimensional shapes and lists key features. **PART A Q.1b** (lists number of corners and sides) Recognises and describes the features of three-dimensional objects. **Part B Q.2b** (familiar 3D objects -sphere and cylinder only)	**B**
◄ Draws two-dimensional shapes. **PART A Q.1a** Recognises the features of three-dimensional objects. **PART B Q. 2a**	**C**
◄ Draws aspects of two-dimensional shapes. **Part of PART A Q1** (drawing shapes only) Required guidance to recognise the features of three-dimensional objects.	**D**
◄ Requires direction to draw aspects of two-dimensional shapes. Requires direction to recognise the features of three-dimensional objects.	**E**

Feedback:

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Year 2 Mathematics: Unit 4 — Representing data and chance (Statistics and Probability)

Purpose of assessment: To describe outcomes for everyday events.

Problem-solving and Reasoning	
Describes outcomes of everyday events	

◄ Gives reasoned classification of outcomes of everyday events. Q.1c	A
◄ Classifies outcomes of everyday events. Q.1b & 1d	B
◄ Describes outcomes of everyday events. Q.1a	C
◄ Requires guidance to describe aspects of outcomes of everyday events.	D
◄ Requires direction to describe aspects of outcomes of everyday events.	E

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Year 2 Mathematics: Unit 4 — Explaining transformations (Measurement and Geometry)   **Name:**

Purpose of assessment: To explain the effects of one-step transformations.

Problem-solving	
Explains the effects of one-step transformations	
Explains the effects of one-step transformations including half and quarter turns in unfamiliar situations. Q.3 (including shape and size don't change, position changes)	A
Explains the effects of one-step transformations including half and quarter turns. Q.1b Q.1c Q.3 (quarter turn clockwise)	B
Explains the effects of one-step transformations. Q.1a Q.2a Q.2b Q.2c	C
Requires guidance to explain the effects of one-step transformations.	D
Requires direction to explain the effects of one-step transformations	E

Feedback:

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Year 2 Mathematics: Unit 4 — Addition and Subtraction (Number and Algebra)   **Name:**

Purpose of assessment: Students perform simple addition and subtraction calculations using <u>a range of</u> strategies.

Problem-solving
Performs simple addition and subtraction calculations using <u>a range of</u> strategies.

Performs simple addition and subtraction calculations using <u>a range of</u> strategies <u>in unfamiliar situations</u>. **Q3 Q4**	**A**
Performs simple addition and subtraction calculations using <u>a range of</u> strategies <u>in complex familiar situations</u>. **Q2**	**B**
Performs simple addition and subtraction calculations using <u>a range of</u> strategies. **Q1**	**C**
Performs simple addition and subtraction calculations using strategies. **Some of Q1**	**D**
<u>Requires direction</u> to perform simple addition and subtraction calculations.	**E**

Feedback :