Stories of Families and Friends

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	ENGLISH	Subject	Imaginative Text: Narrative
Technique	Extended Response: Narrative: Lucy Goosey		
Purpose	To create a new narrative about family relationships and/or friendships for the familiar character Lucy Goosey.		

	Applying	Connecting	Working With	Exploring	Beginning
Writing and Creating	Creates a written multimodal narrative for peers with three related ideas, to adapt an idea about the familiar character Lucy Goosey, including images that adds to the meaning.	Creates a written multimodal narrative for peers with two related ideas, to adapt an idea about the familiar character Lucy Goosey, including images that adds to the meaning.	Creates a written multimodal narrative for peers, to adapt an idea about the familiar character of Lucy Goosey including images.	Creates a written multimodal narrative for peers, about the familiar character Lucy Goosey including an image.	Creates images and uses words about the familiar character Lucy Goosey.
	Uses a cohesive text structure including simple and compound sentences correctly and flexibly to organise and link ideas to reflect a logical flow to tell a story. - Uses personal and possessive pronouns, by omitting words that can be inferred - Flexibly: a range of words and sentence types to express and combine ideas	Uses text structures including simple and compound sentences correctly to organise and link ideas to reflect a logical flow to tell a story. - Coherent, simple and compound sentences - Uses pronouns to represent participants (e.g. she, we, them)	Uses text structures to organise and link ideas to tell a story. - Simple sentences - Compound sentences using common conjunctions - Uses basic text connectives, repeatedly (e.g.: "and", "then")	Uses simple sentences to link ideas about a story.	Uses words and phrases from learning to tell about a story.
	Punctuates simple and compound sentences including extended noun and verb groups. - Verb groups (eg: gently touched)	Punctuates simple and compound sentences, including extended noun groups. - Extended = quality of the adjective (eg: vast ocean vs big ocean, longest side)	Punctuates simple and compound sentences. - Capital letters for titles, names	Punctuates sentences. - Boundary punctuation - Capital letters for familiar proper nouns	
	Uses topic-specific vocabulary and makes conscious choices of vocabulary to describe qualities or features appropriate to the text. - Conscious choices: Eg: using words adopts from other writers words in their own writing	Uses topic-specific vocabulary and experiments with choices of vocabulary to describe qualities or features appropriate to the text.	Uses topic-specific vocabulary. - Basic noun groups	Uses everyday vocabulary.	Uses words.
	Spells unfamiliar words phonetically with all phonemes represented and uses phonic and morphemic knowledge. - Words whose spelling is not completely predictable from their sounds, eg: "enjin" for "engine"	Spells multisyllabic words with learnt long vowel phonemes and uses phonic and morphemic knowledge to attempt to spell words with less common patterns. - Morphemic knowledge: compound words (eg: friendship, bedroom) - Prefixes & suffixes	Spells 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 to spell using morphemic: eg: "driveing" vs "driving", "runing" vs "running"	Spells words with regular spelling patterns and familiar high frequency words.	Spells some words with regular spelling patterns.

What's Above Us?

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	SCIENCE	Subject	Earth and space sciences - Celestial objects + sky
Technique	Experimental Investigation		
Purpose:			
[Enter the task details.]			

		Applying	Connecting	Working With	Exploring	Beginning
Knowledge and understanding	**Earth and Space Science**	Identifies celestial objects and describes patterns they observe and irregular events that occur in the sky. Describe how shadow length changes with the changing position of the sun. • position of sun dictates how long the shadow is B	Identifies celestial objects and describes patterns they observe and irregular events that occur in the sky. • blood moon, super moon C3	Identifies celestial objects and describes patterns they observe in the sky. • Sunrise, midday, sunset, midnight C1 C2	Identifies some celestial objects and describes a pattern they observe in the sky.	Identifies objects they observe in the sky.
	Use and influence of science	Describes how First Nations people use science in their daily lives and how people use patterns, including the movement of celestial bodies in the sky, to make scientific predictions. • Navigation and calendars C6	Describes how people use science in their daily lives and how people use patterns, including the movement of celestial bodies in the sky, to make scientific predictions. • Position of the Earth and sun C5	Describes how people use science in their daily lives and how people use patterns to make scientific predictions. • Day and night C4	Describes how people use science in their daily lives	State how people use science in their daily lives
Science Inquiry	**Planning and conducting**	Suggest steps to be followed in an investigation of changing shadow length across the day and follows safe procedures to make observations using informal measurements and record observations using text and drawings or digital tools. A4 (informal measurements)	Suggest steps to be followed in an investigation of changing shadow length across the day and follows safe procedures to make and record observations using text and drawings or digital tools. A4 (using text AND drawings or digital tools)	Suggest steps to be followed in an investigation of changing shadow length across the day and follows safe procedures to make and record observations. A3 A4	Follows safe procedures to make and record observations.	Follows safe procedures.
	Evaluating	With guidance, compares their observations of changing shadow length across the day with those of others and with their prediction. Identifies whether their investigation was fair and identifies further relevant questions. A8	With guidance, compares their observations of changing shadow length across the day with those of others and with their own prediction. Identifies whether their investigation was fair and identifies further questions. A5	With guidance, compares their observations of changing shadow length across the day with those of others. Identifies whether their investigation was fair and identifies further questions. A6 A7 A8	With guidance, compares their observations of changing shadow length across the day with those of others.	With guidance, compares observations.
	Communicating	Across multiple tasks, uses everyday vocabulary and a range of scientific vocabulary to communicate observations, findings and ideas.	Across multiple tasks, uses everyday and scientific vocabulary to communicate observations, findings and ideas.	Uses everyday and scientific vocabulary to communicate observations, findings and ideas.	Uses everyday vocabulary to communicate observations, findings and ideas.	Uses everyday vocabulary.

Our History

Student	[Enter student name.]		Teacher	[Enter teacher name.]
Learning area	HASS		Subject	History
Technique	Investigation: Informative			
Purpose	To investigate continuity and change from the past to the present history of the Sunshine Coast, local people (Steve Irwin) and or groups of people.			

	Applying	Connecting	Working With	Exploring	Beginning
Knowledge and Understanding	identify and give reasons for the social significance of a local person, group, place and/or building (Australia Zoo). Suggest reasons for the location of this place (Q4)	identify and give reasons for the social significance of a local person, group, place and/or building (Australia Zoo) (Q3)	identify the significance of a local person, group, place and/or building (Australia Zoo) (Q2)	identify the significance of a local person, or place (Australia Zoo) (Q2)	Recognise the significant local person or place (Australia Zoo) (Q1)
	identify that places can be spatially represented in different geographical divisions, investigate the places locally and at a broader scale and how places are interconnected across those scales (Q7)	identify that places can be spatially represented in different geographical divisions and investigate the places locally and at a broader scale (Q7)	identify that places can be spatially represented in different geographical divisions (local, state, national) (Q6)	Identify that a place can be spatially represented in a geographical division local (Q6)	Identify a local place (Q1)
	identify how people and places are interconnected both at local and broader scales and how First Nations Australians are connected with local the land of The Glasshouse Mountains and at a broader scale, Uluru (Q7 Q8)	identify how people and places are interconnected both at local and broader scales and how First Nations Australians are connected with local land of The Glasshouse Mountains (Q7, Q8)	identify how people and places are interconnected both at local and broader scales Q7 How are they connected?	identify how people and places are interconnected at a local scale (Q8)	Identify local people (Q8)
Skills	develop inquiry questions, to extend and elaborate ideas and collect, sort and record similarities and differences of related information and data from observations and provided sources (Q5, Q7)	develop inquiry questions, and collect, sort and record similarities or differences of related information and data from observations and provided sources (Q5, Q7)	develop questions, and collect, sort and record related information and data from observations and provided sources Q5 – Sentence start given- What animal__? Q7 connections to themselves	collect, sort and record related information and data from observations and provided sources Q7 connections to themselves	Collect and sort related information and data from observations and provided sources (Q7)
	interpret information and data, and identify and discuss perspectives and why some places are considered special or have significance to different groups for different reasons Q9 First Nations	interpret information and data, and identify and discuss perspectives and why some places are considered special Q9 Conservationist	Interpret information and data, and identify and discuss perspectives Q9 Tourist	Interpret information and data, and identify perspectives (Q9)	Identify perspectives (Q9)
	use sources, and precise subject-specific terms to present observations about the past, people and places at different scales and how access to and use of a place has changed over time (Q7)	use sources, and subject-specific terms to present observations about the past, people and places at different scales and how access to and use of a place has changed over time(Q7)	use sources, and subject-specific terms to present observations about the past, people and places at different scales Q7	Use a source to present an observation about the past, people or places (Q7)	present an observation about the past, people or places (Q7)

Year 2 GTMJ's Term 1 2024

Year 2 Mathematics: Unit 1 — Collecting and representing data

Name:

Purpose of assessment: To collect, organise and represent data to make simple inferences.

Understanding and Fluency	Problem solving and Reasoning	
Collect, organise and represent data	Interpret the collected data. Make simple inferences from the data.	
Represents the collected data accurately as a picture graph. **Q2**	Makes comparative statements about the data, e.g. 'The skateboard was the most popular. It had two more votes than the handheld electronic game.' **Q4b Q7 (detailed/comparative response)**	A
Represents data using graphing conventions meaningfully. **Q2**	Explains a simple inference made from the data. **Q5 (explanation)**	B
Collects and organises appropriate data. **Q1 Q6** Represents the collected data as a picture graph. **Q2**	Uses the collected data to make a simple inference. **Q5 Q8** Interprets the collected data to correctly order the popularity of the toys. **Q3**	C
Asks a question and collects data. **Q1**	Makes simple quantitative statements from the data, e.g. 'Four students wanted the skateboard. The skateboard was the most popular.' **Q4a**	D
Asks a question. **Q1**	Identifies the most popular toy.	E

Year 2 GTMJ's Term 1 2024

Year 2 Mathematics: Unit 1 — Counting and number sequences   Name:

Purpose of assessment: To count forwards and backwards and recognise (and continue) increasing and decreasing number sequences (1s, 2s, 5s, 10s)

Understanding and Fluency	
Count forwards and backwards. Recognises increasing and decreasing number sequences	

◀ Recognises (and completes) increasing and decreasing number sequences involving 2s, 3s, 5s, 10s and other sequences from any starting point: **2s-Q3a** **3s-Q3b** **5s-Q3c** **10s-Q3d** **4s-Q3e**	**A**
◀ Recognises (and continues) increasing and decreasing number sequences involving 2s and 10s from any starting point : **2s-Q2a&b** **10s-Q2c&d** Recognises increasing and decreasing number sequences involving 3s **Q2e&f**	**B**
◀ Recognises (and continues) increasing and decreasing number sequences involving 1s, 2s, 5s, and 10s: **1s-Q1a&b** **2s-Q1c&d** **5s-Q1e&f** **10s-Q1g&h**	**C**
◀ Continues <u>a counting sequence</u>. **(one completed counting sequence in Q1 required)**	**D**
◀ Writes <u>a missing number</u> in a number sequence. **In one counting sequence for Q1**	**E**

Year 2 GTMJ's Term 1 2024

Year 2 Mathematics: Unit 1 — Perform simple addition and subtraction problems   **Name:**

Purpose of assessment: To perform simple addition and subtraction problems using a range of strategies.

Problem solving	
Performs simple addition and subtraction calculations using a range of strategies	
◄ Performs simple addition and subtraction calculations using a range of strategies in unfamiliar situations **Q4a, b**	**A**
◄ Performs simple addition and subtraction calculations using a range of strategies in complex familiar situations **Q2, Q3**	**B**
◄ Performs simple addition and subtraction calculations using a range of strategies **Q1a, b, c, d**	**C**
◄ Performs simple addition and subtraction calculations using strategies **Q1a, b, c, d (some)**	**D**
◄ Requires direction to perform simple addition and subtraction calculations	**E**