

Science - Term 2 Overview

2026

Reception

The Reception unit, 'What is it made of?', sits within the Chemical Sciences strand of the curriculum and introduces students to the idea that objects are made from different materials. Throughout the unit, students explore and describe the observable properties of a range of everyday materials, using their senses to guide their learning. They are encouraged to ask questions, make predictions, and share their ideas as they investigate.

Through hands-on experiences, students observe, compare, and discuss materials based on what they can see, feel, and sometimes hear. They begin to develop early scientific inquiry skills by making simple observations and communicating their thinking with others. As the unit progresses, students build confidence in expressing their understanding and reflecting on how their ideas change through exploration.

Year 1 and 2

Students will explore Chemical Sciences through the unit 'Bent Out of Shape!'. The focus is on understanding physical changes, how materials can be altered in shape or form without changing what they are made from. Students will investigate a variety of everyday materials, identifying and recording how they can be bent, stretched, twisted, or compressed.

Through hands-on investigations using materials such as playdough and paper, students will observe and document changes, using tables and simple recording methods to organise their findings. They will also engage in comparative investigations, such as testing whether folded or scrunched paper towel is more effective at absorbing liquids, helping them develop skills in prediction, observation, and evidence-based reasoning.

Sustainability is integrated into the unit as students explore how paper is physically changed during the recycling process. They will create their own recycled paper and compare its properties to standard photocopy paper using their senses. Throughout the unit, students are supported to ask questions, make predictions, and reflect on their learning, strengthening both their scientific understanding and inquiry skills.

Year 3 and 4

Students will study the water cycle as part of Earth and Space Science in Term 2. We will focus on four main stages of the cycle: evaporation, condensation, precipitation, and surface runoff. Students will explore each of these processes and unpack the changes to water at each, with the concept of 'water never disappears, it changes and moves' underpinning all learning. Any previous learning around this life-sustaining movement of water will be reinforced and extended with a focus on technical language and in-depth descriptions of how water changes at each stage (for example moving away from basic concepts such as 'the water evaporates then makes clouds' to 'the water evaporates, which means it changes to a gas; then it moves into the atmosphere and changes back to liquid droplets when it cools down, which is a process called condensation').

Throughout the term there will be several hands-on experiences where students will record predictions, data, and conclusions with increasing independence as part of the Science Inquiry Skills. The topic will include an assessment where students will label a diagram with these four stages and write an explanation of what is happening in each one. Copies of class materials to support this learning are available on a Middle Primary Science Google Classroom for students who wish to review learning throughout the term.

Year 5 and 6

Throughout term 2 students will learn about the features of the solar system. We will model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth.

We will also conduct research into current space projects such as the Artemis Program, Satellites, James Webb space telescope and Rovers and their role in collecting data and information to help humans learn more about our solar system and our universe.

We will learn that scientific knowledge is not stagnant, it develops and changes as technology becomes more advanced giving us more a more accurate understanding about the solar system.



Dani Bator
Year 5 and Year 6
Science



Beck Phillips
Years 3, 4 and 5
Science



Teena Nicholls
Reception to Year 2
Science



Schona Murray
Reception to Year 2
Science

Chinese - Term 2 Overview

Key Concept: Health

Key Questions

- What can we do to stay healthy?
- Why is healthy eating and exercise important?
- What foods are healthy?
- How do people in China stay active and what sports are popular there?

Content (Topics, Knowledge and Skills)

Reception Students will develop Chinese language skills and cultural understanding by learning body parts, actions, and counting in Chinese. Through songs, games, stories, and interactive activities, they will learn simple words used to describe themselves and others.

Years 1-2 Students will learn and understand spoken and written Chinese related to health. They will build vocabulary about fruit, sports, and healthy foods. Students will take part in class routines, conversations, and activities in Chinese, and share information about foods they like and dislike using pinyin or Chinese characters.

Years 3-4 Students will explore healthy eating by learning vocabulary related to foods such as fruits, vegetables, and proteins. They will develop speaking and listening skills to express likes and dislikes and identify healthy and unhealthy foods. Through interactive activities, students will ask and answer simple questions and make connections between language and everyday life.

Years 5-6 Students will explore health through sports and physical activity. They will learn vocabulary and simple phrases related to sports, exercise, and preferences. Students will practise speaking, listening, reading, and writing about sports and healthy lifestyles through role plays, group activities, and short presentations. They will also learn about Chinese sporting culture.

Content Descriptions

Socialising Students will participate in class routines, conversations, and activities using modelled language, actions, pictures, and prompts.

Informing Students will gather and share information about people, places, and events using spoken, written, and visual texts.

Translating Students will identify Chinese words and phrases that are similar to familiar English words and expressions.

Language Variation and Change Students will recognise that Chinese is an important community language in Australia.

Achievement Standard

By the end of the term, students will:

- participate in guided classroom interactions about familiar topics such as food and preferences
- use simple language to ask and answer questions and express likes and dislikes
- translate familiar words and everyday expressions
- recognise features of Chinese culture in communication
- understand that language and culture influence how people communicate

2026



Min Mu
Reception to Year 2



Mai Xie
Reception to Year 2



Ivy Liu
Year 4 to Year 6



Physical Education - Term 2 Overview

The Physical Education program aims to:

- help students develop movement skills and learn through movement
- provide opportunities to work safely and positively with others
- encourage teamwork, sportsmanship, friendship, and positive attitudes
- support students to enjoy sport and physical activity both at school and in the community

Students from Reception to Year 6 participate in one PE lesson each week. The program focuses on:

- fundamental movement skills and active play
- teamwork and group activities
- personal, social, and community skills
- safe and active participation

Reception – Year 3

Term 2 is divided into three sports units.

- **Unit 1: AFL (4 weeks)** - Students will learn skills such as handballing, bouncing, marking, and kicking through fun games and activities. They will also practise running, dodging, balance, and coordination. Sessions are supported by AFL/SANFL specialists through the Auskick and Superkick programs.
- **Unit 2: Soccer (3 weeks)** - Students will develop skills including kicking, dribbling, passing, goal keeping, and throw-ins through team games and activities. Focus areas include coordination, balance, and movement.
- **Unit 3: Netball (3 weeks)** - Students will practise throwing, passing, catching, bounce passing, and shooting. Activities will also develop running, jumping, balance, and teamwork skills.

Learning Progress

Term 1 focused on teamwork, positive class behaviour, and basketball skills. Term 2 introduces students to new sports and movement skills while building confidence and participation.

Years 4–6

During the first four weeks of Term 2, students will participate in the AFL/SANFL Superkick program. They will learn handballing, kicking, and marking through games and team activities that also build teamwork and social skills.

From Weeks 5–10, students will focus on Volleyball as part of the net and wall sports unit. Students will learn basic Volleyball skills, rules, scoring, and game play before participating in matches with their peers. They will also practise umpiring skills.

At the end of the term, students will complete a Volleyball assessment and quiz to demonstrate their understanding of the skills and rules covered during the unit.



Andy Read
Years 4, 5 and 6



James Hancock
Reception to Year 3



Performing Arts Overview Term 2

Reception – Music, Dance, Drama and Media Arts

Themes

- Songs and movement activities will explore themes including Places, Autumn, Winter, Colours, Animals and Imaginative Characters.

Reception to Year 6 Music

- Reinforcing musical concepts including beat, rhythm and pitch
- Exploring tempo through fast and slow songs and musical activities
- Developing in-tune singing skills through songs and musical games
- Playing a variety of tuned and untuned percussion instruments, including claves, shakers, xylophones, bucket drums, chime bars and desk bells

Reception to Year 6 Drama and Media Arts

- Creating role plays to explore voice, movement, body language and facial expressions to develop character roles
- Participating in mime and improvisation activities
- Performing Readers Theatre
- Writing and presenting radio play scripts
- Playing drama games to develop concentration and focus skills

Reception to Year 6 Dance

- Exploring dance elements through music and movement activities
- Developing choreography skills through creative movement experiences
- Exploring space by moving at low, medium and high levels
- Practising locomotor movements including forwards, backwards and sideways directions
- Exploring non-locomotor movements such as bending, stretching, twisting, turning and growing
- Creating and performing group choreography for peers



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Georgea Champion
Reception to Year 1

Music, Dance

Year 2 to Year 3

Music, Dance and Drama



Milda Fahey

Reception to Year 1
Drama and Media Arts

Year 4 to Year 6

Music, Dance and Drama