

## English

### Language

Year one children will come to understand and identify that texts are used for different purposes and therefore have different structures. They will grow to understand that non-fiction texts are organised with page numbers, content pages, headings and titles and digital texts may include navigation buttons and links. This will occur via daily reading, weekly guided reading and texts used within our cross-curriculum unit.

When writing, year one children will continue to develop their understanding about sentences, questions, alphabetical order, antonyms and speech marks. They will write daily via various tasks such as reading responses, genre focus and information text.

Year ones will continue to develop their understanding of how to use digraphs when writing, and blend these to be able to read them. They will also continue to develop their ability to read and write high-frequency words. These concepts will be developed and practised in our spelling and writing sessions.

### Literature

Year ones will continue to engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. The children will listen to, recite and perform poems, imitate and invent sound patterns including alliteration and rhyme. They will recreate texts imaginatively using drawing, writing, performance and digital forms of communication via poetry.

### Literacy

The children will focus on comprehension strategies to continue to build on their understandings of literal and inferred meaning. They will also continue to draw on their growing knowledge about non-fiction texts features including digital texts.

When writing they will continue to focus on creating recounts, narratives and information texts and be introduced to procedure texts and poetry. They will also focus on word choice, spelling, punctuation and grammar when writing. They will use digital forms of presenting their writing, including images to enhance their work.

Year ones will come to understand the importance of re-reading their own writing with an outcome of making possible changes to improve their piece of writing.

## The Arts

Learners will examine art forms that have arisen from the rich and diverse belief systems and traditions of the Asia region. Students will consider the aesthetic qualities of these art forms via Tai Chi dance, Korean Fan Dancing and Taiko Drumming.

### Dance and Performing

In preparation for our end of year performance the children will practise a repertoire of performances, including practising techniques for learning to move and perform and exploring expressive possibilities. They will also be expected to listen as a performer and as an audience.

### Media Arts

For Media Arts the children will use media technologies to capture and edit images, sounds and text for a purpose by creating a posts to parents using Seesaw, and creating PowerPoint presentations.

### Visual Arts

The children will make artworks in different forms to explore ideas, experiences, observations and imagination to create visual artworks and designs around Asian countries and Christmas (integrated curriculum).

## Mathematics

The children will continue to show their understanding of counting collections to 100 by partitioning numbers using place value. They will also revisit, represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.

Students will be introduced to probability as a part of mathematics. They will explore the notions of probability that are part of their everyday lives. Students will be introduced to some language used in probability and will be able to use it appropriately. Year ones will identify the outcomes of familiar events that involve chance. They will use terms such as 'will happen', 'won't happen' or 'might happen' to describe chance. The tasks will include selecting questions, gathering responses and making simple inferences.

All children will be involved in problem solving with real-world problems and develop a range of problem solving strategies to assist them. This will partly be achieved through group work as well as reflecting and sharing their thinking, reasoning and understandings. The use of real-life problem-based learning is to assist in the development of a positive attitude to working mathematically. They will be able to orally show their reasoning through discussion and questioning.

## Integrated Curriculum/HASS - History/STEM/Design and Technology/Technologies

Through this integrated curriculum approach the learners will begin to learn about the history of toys. Children's learning will include the inquiry questions, What is a toy? What is the purpose of toys? How have toys changed? Why? Year 1 and 2 children will be involved with learning experiences that explore the history of toys and compare and contrast past and present entertainment for children. They will be involved in a series of hands-on, practical activities to encourage students to experiment, test ideas and make and create through the Engineering Design Process. Learners will have opportunities to practice and build confidence and skills in problem solving, creating solutions, active learning and technical skills when creating and making projects. They will create small individual projects and work collaboratively in small groups to create, evaluate and provide constructive feedback and use techniques and skills to design and create their own toy for a puppet.

Term 4 Overview Lisa Hyatt

Year 1 2021

## Well-Being

The well-being of all children will be catered to by an integrated program throughout their learning as well as the use of the following programs

- Personal and Social General Capabilities
- Child Protection Curriculum
- Play is the Way
- Australian Curriculum - Health

French: Claudine Deneuve Health/PE: Cam Grigg  
Science: Nic Strevens

## English

### Language

Year two children will understand, through poetry and non-fiction text, that there are identifiable structures and features that are specific to those texts. They will come to understand that some of the features of these texts include such things as word associations, a specific vocabulary, rhyme and a variety of ways to express yourself. Through the use of information text and poems year 2s will understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose. This will be achieved by experimenting with the genre of information text and poems when reading and writing.

When reading and writing children will be able to understand how to use their growing spelling knowledge to spell words. They will also use this knowledge to read and write high frequency words and words whose spelling is not predictable from their sounds. This will be through weekly spelling, writing, reading and grammar lessons as well as addressing individual needs.

All children will be able to identify aspects of different types of literary texts, and give reasons for personal preferences, as well as identify, reproduce and experiment with rhythmic, sound and word patterns in poems.

### Literature

Through the use of poetry, an integrated curriculum, shared experiences and discussion the children will have opportunities to express their personal ideas and preferences. They will have experiences with poems that are rhythmic, use word play for fun and engagement and will enable them to identify important feelings and ways to express themselves.

### Literacy

Through poetry and integrated curriculum work the year twos will discuss different texts on a similar topic. They will be asked to identify similarities and differences within and between those texts. During guided reading sessions the year twos will be asked to make statements and voice opinions about various texts. They will be expected to speak in a clear manner with an appropriate volume.

When reading year twos will continue to use comprehension strategies to build literal and inferred meaning of texts. They will be exposed to a variety of comprehension strategies suitable to their reading abilities. The year twos will be asked to analyse texts via guided reading sessions and during shared reading times.

The children will continue to write recounts, information text and short imaginative texts. They will be introduced to procedural texts and poetry to develop a growing knowledge of text structures and language features for these genres. When writing year 2s will be expected to re-read their own text and begin to self-edit for spelling, basic punctuation and meaning.

## The Arts

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### Dance and Performing

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## Mathematics

Year two mathematical learning includes continuing to investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then move to other sequences. They will recognise and represent division as grouping into equal sets and solve simple problems using these representations.

Year 2s will be able to identify practical activities and everyday events that involve chance along with describing outcomes such as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'. Through a chance and data unit they will come to understand that when they predict, they use what they know to think what might happen. They will also rely on clues and prior knowledge to make an informed guess. They will come to understand that probability is the chance or possibility that an event will happen. Year 2s will identify a question and gather data about that question in order to create data displays such as picture graphs. Year 2s will interpret information from these displays in order to answer their identified question.

All children will be involved in problem solving with real-world problems and develop a range of problem solving strategies to assist them. This will partly be achieved through group work as well as reflecting and sharing their thinking, reasoning and understandings. The use of real-life problem-based learning is to assist in the development of a positive attitude to working mathematically. They will be able to orally show their reasoning through discussion and questioning.

## Term 4 Overview Lisa Hyatt Year 2 2021

### Well-Being

The well-being of all children will be catered to in an integrated program throughout their learning as well as the use of the following programs

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- Child Protection Curriculum
- Play is the Way
- Australian Curriculum - Health

### Integrated Curriculum/HASS - History/STEM/Design and Technology/Technologies

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