

English

Continue to develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating

Language

Students will understand that language is used in combination with other means of communication to interact with others and that there are different ways of communicating. This will be explored through different roles in social and classroom interactions such as group discussions, News Time and interactions with peers.

Through the Jolly Grammar program students will develop their understanding of spelling patterns and rules and use their knowledge of sound-letter relationships, blending and segmenting sounds in reading and writing. Grammar and punctuation will be explicitly taught using the Jolly Grammar program. Students will further develop their understanding through their own writing and exploring classroom texts.

Students will understand that different types of texts have identifiable text structures and language features and will become familiar with the typical structure of simple narratives.

Literature

Students will continue to create imaginative texts and build on their understanding of characters, settings and events to enhance their story writing. They will explore how authors create characters using language and images in a range of texts and share personal responses by making connections with their own experiences. They will explore stories that are both familiar and unfamiliar to them and about people whose lives are like/unlike their own. This will be achieved through the use of explicit and ongoing exposure to a variety of imaginative texts, via everyday reading, writing sessions, News Time strategies and topics.

Literacy

Students will engage in formal and informal conversations and discussions. Through News Times and integrated curriculum work students will rehearse and deliver short presentations on familiar and new topics. While they do so they will experiment with presentation strategies such as pitch, volume and intonation. They will also demonstrate appropriate listening behaviour and respond to presentations by showing interest, contributing ideas, asking questions and speaking clearly.

When reading students will combine knowledge of context, meaning, grammar and phonics to decode text. They will continue to work towards using phrasing and fluency by building on their knowledge of reading strategies such as monitoring meaning, predicting, rereading and self-correcting. They will continue to develop comprehension strategies such as using their prior knowledge, visualising, retelling, using inferring, questioning and summarising to work out the meaning of the text by, for example, responding to focus questions, describing in their own words and offering responses to questions such as 'How do you feel about ...?' -

Students will continue to create short imaginative and informative pieces of writing to build their writing vocabulary and develop their understanding and use of text structures, sentence-level grammar, word choice, spelling and punctuation. Students will practice correct letter formation to produce handwriting that is legible with correct pencil grip and posture.

The individual reading, spelling, grammar and writing needs of each learner will be provided for through differentiated instruction including content, resources, and environment.

Term 2 Overview

Lisa Hyatt

Year 1 and 2

2022

Humanities and Social Sciences (History and Geography)

Our HASS unit this term is an integrated approach using History and Geography to understand inquiry questions such as 'How are people connected to their place and other places past or present?', 'Who lived here first and how do we know?' and 'What does my place tell me about the past and the present?'

This unit of work includes the use of inquiry skills such as questioning, researching, analysing, evaluating and reflecting.

Students will explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to. They will look at the ways in which Aboriginal and Torres Strait Islander people maintain special connections to place. They will also investigate the way the world is represented in geographic divisions and the location of Australia in relation to these divisions.

Focus Points for these inquiry questions include

- Australia on the World Map
- Aboriginal peoples' special connection to country
- Places people have visited in and beyond Australia
- Australia's neighbours
- Landmarks
- Capital cities
- Australian states and territories

The Arts

Exploring ideas and improvising with ways to represent ideas

Dance (Footsteps)

Students will participate in the Footsteps dance program and demonstrate fundamental movement skills and develop technical skills when practising dance sequences

The children will demonstrate safe practice while dancing.

Music (Music is Fun)

Students will learn songs and participate in the Music is Fun interactive performance.

Technologies

The children will continue to manage, explore and experiment with an iPad to capture images and post to media programs such as Seesaw.

Visual Arts

The children will make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes. This will include collage, Aboriginal or Torres Strait Islander influenced artwork and a choice of presentation methods during News Times.

Well-Being

The well-being of all students will be an integrated program throughout their learning as well as the use of the following programs - Personal and Social General Capabilities, Child Protection Curriculum, Self-Regulation, Play is the Way and Australian Curriculum - Health

Maths

Continue to build mathematical skills and strategies by developing understanding, fluency, problem solving and reasoning

Students will take part in diagnostic testing to allow for the identification of addition concepts. This will enable children to be involved in skills, knowledge and understandings at their level and extend their learning where needed.

Our focus areas for maths this term are number and place value and addition.

Year one students will continue to develop confidence with number sequences to and from 100, including skip counting. Mathematical learning will include recognising, modelling, reading, writing and ordering numbers to at least 100 and locate these numbers on a number line. Students will continue to develop their understanding of place value and that two-digit numbers are comprised of tens and units. They will practice using tens and units to partition numbers and develop an understanding of the importance of grouping in tens.

Year two students will continue to develop confidence with number sequences to and from 1000, including skip counting. Mathematical learning will include recognising, modelling, representing and ordering numbers to at least 1000 and recognise that there are different ways of representing numbers. Students will continue to develop an understanding that three-digit numbers are comprised of hundreds, tens and units. They will practice grouping, partitioning and rearranging collections up to 1000 in hundreds, tens and units to facilitate more efficient counting.

Year one students will represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. They will develop a range of mental strategies for addition and subtraction problems.

Year two students will solve simple addition and subtraction problems using a range of efficient mental and written strategies including building to 10, doubles, 10 facts and adding 10.

All students will be involved in problem-solving with real-world problems and develop a range of problem-solving strategies and will also develop their understanding of key maths concepts. This will assist in the development of a positive attitude towards working mathematically and encourage risk-taking and collaboration with peers as well as reflecting on and sharing their thinking, reasoning and understanding.

Science - Nic Strevens

PE and Health - Cam Grigg

French - Madame Deneuve

