

## English

### Language

Through daily writing, daily reading, guided reading and text used within our themes the children will be exposed to texts with a variety of features such as headings, page number and tables of content. They will come to understand that different genres have particular structures, e.g. non-fiction genre may contain tables and labels and narratives will have setting, plot and characters.

Our writing this term will focus on information texts. They will write daily via various tasks such as reading responses, genre focus and information text. The children will continue to work on other genres such as narrative and recount. They will also look at illustrations and discuss how they contribute to the meaning of the text, e.g. narrative characters - real or imagined.

Year ones will continue to develop their spelling knowledge and understandings. This term includes learning about alternative vowel sounds and common letter patterns in one and two syllable words.

### Literature

Through exposure to information and narrative texts the year ones will further develop their understanding of what they enjoy reading, communicate their preferences and listen to others' opinions. This will also include opportunities to recreate their own information texts.

### Literacy

The children will continue to develop comprehension strategies that build literal and inferred meaning about the texts that they have read. This will include looking for details and identifying the main idea.

This term the year one children will continue to develop their use of language for communication via weekly news time presentations, discussions and group work. They will focus on exploring different ways to express themselves, e.g. using eye contact and body language. They will also continue to grow and shape their active listening skills.

Year ones will re-read their own texts and discuss possible changes to improve their writing. They will continue to develop their knowledge and understanding of spelling, grammar and punctuation as well as how texts are structured.

## HASS - History/Geography

In the physical world people are connected to a variety of places and it is essential for our children to develop understandings of 'place' and that 'place' is defined by diverse groups of people. During the next two terms the year 1s will be involved with learning experiences that explore natural and built environments. They will develop an understanding of natural, managed and constructed features of places, identify activities in local places and why they are located in particular areas. They will also learn about ways we can care for local places that are important or significant.

The year one children will be working on their knowledge and understanding of history which focuses on 'Our past and present connections to people and places.' This will also include inquiry and skills such as questioning, researching, analysing, evaluating and reflecting and communicating.

## Term 3 Overview

Lisa Hyatt

Year 1 2022

### The Arts

#### Drama

The children will explore narrative ideas through roles and situations through drama. This will use the elements of drama to communicate, for example, characters or creating/experimenting with tension and dramatic meaning. They will explore using their voice, movement and gestures to create believable characters.

#### Technologies

The children will continue to manage, explore and experiment with PowerPoint, Seesaw and the use of an iPad to capture images.

#### Visual Arts

The children will create artwork to express and communicate their ideas about the natural environment using different materials, techniques and technologies. There will be opportunities to display their works of art.

#### Music

All JP children will be developing and demonstrating the ability to use their aural skills by staying in tune and keeping time when singing. As a group they will be exploring and imitating sounds and rhythms with their voices.

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

French: Claudine Deneuve

Health/PE: Cam Grigg

Science: Nic Strevens

## Mathematics

The children will be involved in learning activities around measurement. Measurement comes in many forms, such as length, area, capacity and mass, and is an important topic for children to master. During measuring tasks there will be a strong emphasis on developing practical measuring skills, selecting appropriate informal units, developing language associated with measurement and estimating using informal units. Some tasks will include measuring dinosaur footprints and our heights, comparing and ordering the capacity of various containers and an investigation into car journeys.

Year 1 children will recognise and describe one-half as one of two equal parts of a whole. They will tell time to the half hour and read time on analogue and digital clocks.

Through problem solving and games the year ones will continue to develop an understanding of number sense. They will be involved with counting to and from 100 and locating numbers on a number chart and number line. This also includes developing their understanding of place value which helps to determine the value of numbers, e.g. in the number 96 the nine represents 90 and not 9.

Subtraction is part of our everyday lives and an important concept for children to develop. At a year one level they will be utilising activities and games to apply subtraction strategies such as using the count back strategy and finding the difference as well as relating subtraction to addition.

All children will be involved in problem solving with real-world problems while developing 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 will assist in the development of a positive attitude to working mathematically.

### Keeping Safe - Child Protection Curriculum

The KS:CPC is a child safety and respectful relationships curriculum developed collaboratively with child protection experts, teachers, educational leaders and other professionals. It is divided into 5 documents specific to the age and year level of students, starting from age 3 and progressing to age 17+. The KS:CPC has 2 main themes which are presented through topics and activities of increasing complexity. The two KS:CPC Themes are:

Theme 1: We all have the right to be safe

Theme 2: We can help ourselves to be safe by talking to people we trust.

The two KS:CPC Themes are explored through 4 Focus Areas, which are examined in growing complexity in accordance with the age of the students.

The Focus Areas are:

- Focus Area 1: The right to be safe
- Focus Area 2: Relationships
- Focus Area 3: Recognising and reporting abuse
- Focus Area 4: Protective strategies

The activities are structured in a sequential nature and at an age and developmentally appropriate level covering a range of topics.

## English

### Language

Through daily writing, daily reading, guided reading and texts used within our themes the children will know that texts have a variety of features such as headings, page number and tables of content. They will come to understand that different genres have particular structures, e.g. page and screen layouts, alphabetical order, and different types of diagrams, for example timelines.

Our writing this term will focus on information texts. They will write daily via various tasks such as reading responses, genre focus and information texts. The children will continue to work on other genres such as narrative and recount. They will also look at the use of vocabulary and begin to make conscious choices of vocabulary to suit audience and purpose.

Year twos will continue to develop their knowledge of letter patterns and high frequency words. When reading and writing children will be able to use words whose spelling is not predictable from their sounds. They will also understand that a sound can be represented by various letter combinations.

### Literature

Through exposure to information and narrative texts the year twos will further develop their understanding of what they enjoy reading, give reasons for their preferences and listen to others' opinions. This will also include opportunities to recreate their own information texts.

### Literacy

When reading, year twos will continue to develop comprehension strategies that build literal and inferred meaning about the texts that they have read. This will include drawing on growing knowledge of context and the features and text structures including multimodal text.

This term the children will continue to develop their use of language for communication via weekly news time, discussions and group work. They will focus on rehearsing and delivering short presentations on familiar and new topics. They will also continue to utilise and demonstrate their active listening skills.

Year twos will begin to edit their own texts and make changes to improve their writing. They will continue to develop their knowledge and understanding of spelling, grammar and punctuation as well as how texts are structured. They will begin to learn to consider possible audience.

## HASS - History/Geography

In the physical world people are connected to a variety of places and it is essential for our children to develop understandings of 'place' and that 'place' is defined by diverse groups of people. During the next two terms the year 2s will be involved with learning experiences that introduce the concept of scale, develop understandings of the 'Map of the World' through geographical divisions, intercultural capabilities and where they are located in relation to Australia. Year twos will be learning about relevant geographical concepts, to assist in the development of intercultural capabilities and develop a sense of place for them in their physical world.

The year two children will be working on their knowledge and understanding of history which focuses on 'Our past and present connections to people and places.' This will also include inquiry and skills such as questioning, researching, analysing, evaluating and reflecting and communicating.

## Term 3 Overview

Lisa Hyatt

Year 2 2022

## The Arts

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Year 1 children will recognise and interpret common uses of halves, quarters and eighths of shapes and collections. They will tell time to the quarter-hour, using the language of 'past' and 'to' and describe the characteristics of quarter-past times on an analogue clock.

Through problem solving and games the year twos will develop an understanding and use efficient strategies for beginning multiplication in authentic situations. They will be involved with skip counting, relating repeated addition to multiplication and partitioning groups and arrays.

Subtraction is part of our everyday lives and an important concept for children to develop. At a year two level they will be utilising activities and games to apply subtraction strategies such as using the jump strategy and finding the difference as well as relating addition to subtraction.

All children will be involved in problem solving with real-world problems while developing 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 will assist in the development of a positive attitude to working mathematically.

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