

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 diagraphs 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.

Term 4 Overview Lisa Hyatt Year 1 2022

The Arts

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).

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

- Zones of Regulation
- Personal and Social General Capabilities
- Child Protection Curriculum
- Australian Curriculum - Health

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

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 - 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 this term the year 1s will continue to 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. Year ones will make connections to their world by learning about how we and other cultural groups describe seasonal changes and observable changes in the sky and landscape.

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.

Term 4 Overview Lisa Hyatt Year 2 2022

The Arts

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).

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

- Zones of Regulation
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- Australian Curriculum - Health

French: Claudine Deneuve

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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.

Integrated Curriculum/HASS - 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 term the year 2s learning will continue include the inquiry questions, "What is a place? How are people connected to their place and other places? and What factors affect my connection to places? The year 2s will be involved with learning experiences that introduce the concept of scale when mapping, develop understandings of the 'Map of the World' through geographical divisions, intercultural aspects and where they are located in relation to Australia. They will be learning about relevant geographical concepts, via an inquiry method, to assist in the development of a sense of place in their physical world.