

English

Language

Year one children will understand and identify that texts serve different purposes and that this affects how they are organised. They will grow to understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links. This will occur via daily reading, guided reading and text used within our theme.

When writing year one children will identify the parts of a simple sentence that represent 'What is happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances. The children will explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs). They will write daily via various tasks such as reading responses, genre focus and information genre.

Year ones will understand how to use short vowels, common long vowels, consonant blends when writing, and blend these to read one-syllable word.

Year ones will continue to develop the use of visual memory to read and write high-frequency words. They will continue to develop their understanding of how to spell one and two syllable words with common letter patterns. These concepts are practiced in our spelling and writing lessons.

Literature

Year ones will 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, imitating and inventing 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 read using comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.

They will respond to texts drawn from a range of cultures and experiences. When writing they will focus on creating short informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams. Year ones will re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation. They will also construct texts that incorporate supporting images using software including word processing programs.

The Arts

Exploring ideas and improvising with ways to represent ideas

Media Arts

Use media technologies to capture and edit images, sounds and text for a purpose by creating a leaflet/poster to advertise the text *The Lorax*.

Drama

Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama through role playing a sunflower life cycle. Then, present drama that communicates ideas, to an audience.

Technologies

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

Visual Arts

The children will make artworks in different forms to explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas of artists like Van Gogh, painting own favourite tree, building their own truffula tree (*The Lorax*).

Create and display artworks to communicate ideas to an audience by creating a sunflower with labels and a life cycle of a plant.

Term 4 Overview Linda Cottle Year 1 2019

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 :

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

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 subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.

Year ones will measure and compare the capacities of pairs of objects using uniform informal units.

Year ones will also identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'. They will choose simple questions and gather responses and make simple inferences, along with represent data with objects and drawings where one object or drawing represents one data value and then describe the displays.

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/STEM/Design and Technology Science Inquiry Skills

Through the use of Science inquiry skills the children will respond to questions, make predictions, and participate in guided investigations about living things (biological science). They will find out that living things have a variety of external features and live in different places where their needs are met. This will occur via the theme of the *Lorax*, Dr Seuss story and a sunflower investigation.

Technologies

Year ones will identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs via the theme of the *Lorax* text. They will explore how plants are grown for food, clothing and shelter and generate, develop and record design ideas through describing, drawing and modelling. The year 1 children will create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments.

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

English

Language

Year two children will understand that different types of texts have identifiable text structures and language features that help the text serve its purpose including poetry and non-fiction. They will come to know some features of text organisation including understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (poetry and information text).

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 knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words. They will also use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds and build morphemic word families using knowledge of prefixes and suffixes. This will be through weekly spelling, writing and grammar lessons as well as addressing individual needs.

Literature

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.

Literacy

Through poetry and integrated curriculum work the year twos will discuss different texts on a similar topic, identifying similarities and differences between the texts. Within this they will use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately.

When reading year twos will continue to use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures via guided and daily reading.

The children will create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose. When writing year 2s will re-read and edit text for spelling, sentence boundary punctuation and text structure.

The Arts

Exploring ideas and improvising with ways to represent ideas

Media Arts

Use media technologies to capture and edit images, sounds and text for a purpose by creating a leaflet/poster to advertise the text *The Lorax*.

Drama

Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama through role playing a sunflower life cycle. Then, present drama that communicates ideas, to an audience.

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Visual Arts

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Mathematics

Year two mathematical learning includes continuing to investigate number sequences, initially those increasing and decreasing by twos, threes, five and ten 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 twos will describe and draw two-dimensional shapes, with and without digital technologies as well as describe the features of three-dimensional objects.

They will be able to compare and order several objects based on volume and capacity using appropriate uniform informal units.

Year 2s will be able to identify practical activities and everyday events that involve chance along with describing outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'. Through a chance and date unit they will identify a question of interest based on one categorical variable and gather data relevant to the question, collect, check and classify data and create displays of data using lists, table and picture graphs and interpret them.

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/STEM/Design and Technology

Science Inquiry Skills

Through the use of Science inquiry skills the children will respond to questions, make predictions, and participate in guided investigations about living things (biological science). They will find out that Living things grow, change and have offspring similar to themselves. This will occur via the theme of the *Lorax*, Dr Seuss story and a sunflower investigation.

Technologies

Year twos will identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs via the theme of the *Lorax* text. They will explore how plants are grown for food, clothing and shelter and generate, develop and record design ideas through describing, drawing and modelling. The year 2 children will create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments.

Term 4 Overview Linda Cottle

Year 2 2019

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 :

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

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