

### English

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

#### **Language**

Students will develop an understanding of text structure and organisation and build confidence in expressing and developing ideas. **Year one** students will understand patterns of repetition and contrast in simple texts. **Year two** students will understand how texts are made cohesive through language features, including word associations, synonyms and antonyms

Through the Jolly Grammar program students will continue to 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.

#### **Literature**

Students will examine and respond to literature. **Year one** students will discuss how authors create characters using language and images. **Year two** students will discuss how depictions of characters in print, sound and images reflect the contexts in which they were created. Students will create and innovate on texts through drawing and writing by experimenting with character, setting or plot.

### **Term 4 Overview**

**Lisa Hyatt**

**Year 1 and 2  
2019**

#### **Literacy**

Students will engage in formal and informal conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions, speaking clearly and varying tone, volume and pace appropriately. Through integrated curriculum work students will deliver short presentations on familiar and new topics.

When reading students will combine knowledge of context, meaning, grammar and phonics to decode text. They will continue to develop a range of effective strategies including prediction, monitoring meaning, re-reading and self-correcting to read aloud with fluency, phrasing and intonation. Students will create short imaginative texts that show use of text structures, sentence-level grammar, word choice, spelling and punctuation. Students will re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation.

Students will continue to practice correct letter formation to produce handwriting that is legible with correct pencil grip and posture.

### Maths

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

Students will continue to develop confidence and skills in number. **Year ones** will continue to build on their understanding of number sequences and counting strategies to and from 100. **Year twos** will continue to build on their understanding of number sequences and counting strategies to and from 1000. Students will continue to develop their understanding of place value. **Year one** students will continue to count collections to 100 and beyond by portioning numbers. **Year two** students will continue to group, partition and rearrange collections to 1000 and beyond to facilitate more efficient counting. Students will continue to develop a range of written and mental strategies to solve simple addition and subtraction problems. **Year two** students will recognise and represent division as grouping into equal sets and solve simple problems using these representations.

Students will continue to develop a range of problem-solving strategies by problem-solving with real-world problems. This will continue to develop a positive attitude to working mathematically and encourage risk-taking and collaboration with peers as well as reflecting on and sharing their thinking, reasoning and understanding. They will be able to orally show their reasoning through discussion and questioning and develop strategies to show their understanding through recording in a variety of ways.

<p style="text-align: center;"><b><u>Integrated Studies</u></b></p> <p style="text-align: center;"><i>'I speak for the trees, for the trees have no tongues' The Lorax, Dr Seuss</i></p> <p>This term students will discuss and analyse the story "The Lorax" and examine the importance of sustainable management of natural resources. Students will determine whether the main ideas of a story build a case for the conservation and wise use of natural resources. Students will describe the benefits of trees in their community and explore how their community would be different without trees and think about how much trees add to people's lives.</p> <p><i>'UNLESS someone like you cares a whole awful lot, nothing is going to get better. It's not.' The Lorax, Dr Suess</i></p>	<p style="text-align: center;"><b><u>Humanities and Social Sciences</u></b></p> <p>In history students will develop an understanding of continuity and change by speculating about the future and the impact of technology in people's lives and how changes in technology shapes our daily life.</p> <p>In geography students will explore natural, managed and constructed features of places and how these features provide evidence of change. They will come to understand how places are cared for. Students will develop an understanding of how places have meaning to people and how people are connected to places.</p> <p style="text-align: center;"><b><u>Design and Technology</u></b></p> <p>Students will continue to use the design and engineering process to complete STEM challenges.</p> <p style="text-align: center;"><b><u>Digital and Technology</u></b></p> <p>Students will gain confidence in managing, exploring and experimenting with an iPad to explore images.</p>	<p style="text-align: center;"><b><u>The Arts</u></b></p> <p>Students will explore and create artworks. They will learn about how to make a visual representation of their ideas, experiences, observations and imagination. Students will use and experiment with different materials, techniques, processes and technologies to explore art practices and make artworks that communicate ideas. They will share artworks through performance, presentation and display with their peers and experience arts as audiences.</p> <p style="text-align: center;"><b><u>Well-Being</u></b></p> <p>The well-being of all students will be an integrated program throughout their learning as well as the use of :</p> <ul style="list-style-type: none"> <li>• Personal and Social General Capabilities</li> <li>• Child Protection Curriculum</li> <li>• Play is the Way</li> <li>• Australian Curriculum - Health</li> </ul>
<b><u>Science - Nic Strevens</u></b>	<b><u>PE and Health - Cam Griqq</u></b>	<b><u>French - Madame Deneuve</u></b>