



### ENGLISH

#### Unit – Creating Procedural Texts

Students listen to, read, view and interpret traditional texts, to explore the language and text structures of procedure in imaginative and informative contexts. Students create a procedure from a literary context.

**SPELLING** - Students will cover Soundwaves units 11– 20.

**READING** - Students will learn and consolidate strategies used to decode texts alongside QAR strategies used for comprehension. Home reading is an important part of their reading program and will continue throughout the year.

**SIGHT WORDS** - Students will continue to learn their sight words to assist with their reading fluency. Once the advanced sight words are learned, home practice is no longer required.



### TECHNOLOGIES – Digital

#### Unit – Handy Helpers (Part B) Data Discoveries

Students will identify common digital systems and explain the purposes of familiar digital systems. They will collect, sort and organise data to make meaning.

Students will represent data in different ways and create a multimedia class profile in an online space.

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### MATHEMATICS

Through the proficiency strands understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

**Number and place value** — represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems.

**Fractions and decimals** — investigate wholes and halves, partition to make equal parts.

**Money and financial mathematics** — explore features of Australian coins.

**Patterns and algebra** — investigate and describe repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns.

**Using units of measurement** — describe the duration of an hour, explore and tell time to the hour.

### MUSIC

#### Musical elements & content

Extension of Rhythmic knowledge & practising singing styles/conventions through movement & games.

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### SCIENCE

#### Unit – Material Madness

Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.

Students respond to questions, make predictions and participate in guided investigations exploring the effects of making changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.



### HPE (Health & Physical Education)

#### Health

In this unit, students explore how their bodies are growing and developing and the actions that keep them healthy, such as diet, hygiene and physical activity.

#### Physical Education

This term the Year 1 students will be participating in an athletics program. Students will perform fundamental skills in a variety of movement sequences and situations. They will create and participate in games with and without equipment.

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### HASS - (Humanities & Social Sciences)

#### Unit – My Changing World

##### Inquiry question:

What are the features of my local places and how have they changed?

##### In this unit, students will -

**Draw on studies** at the personal and local scale, including familiar places, e.g., the school, local park and local shops.

**Recognise** that the features of places can be natural, managed or constructed.

**Identify and describe** the natural, constructed and managed features of places.

**Examine** the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places.

**Represent** local places using pictorial maps and describe local places using the language of direction and location.