



#### ENGLISH

##### Recount – Spoken Text About a Simple Procedure

Students will engage with a range of texts that contain topics or story elements that can be presented as a procedure. They will explore text structures, language features and visual features of simple procedures.

Students will share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students will respond to procedural texts, exploring language to express opinions, including modal verbs, as well as persuasive text structures to provide reasons for opinions using a small number of details.

Students will engage in shared and independent writing to create procedural texts. They will participate in informal and structured discussions and give a short oral presentation.

##### Reading

Student will continue to read a variety of texts using the codes and irregular words taught in class. Home reading will continue to be encouraged throughout the term.

##### Irregular Words

Students will continue to learn irregular words using the Decodable Readers Australia resource to assist with reading fluency.

#### MATHEMATICS

Students further develop proficiency and positive dispositions towards mathematics and its use as they engage in the following units:

##### Number

- demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits
- use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers
- develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities

##### Measurement

- explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure length

##### Space

- recognise shapes and objects in the environment
- reason spatially and use spatial features to classify shapes and objects



#### SCIENCE

##### Any Day Outdoors

In this unit students will identify daily and seasonal changes and describe ways these changes affect their everyday life. They will explore how people make clothing choices using predictions of weather or knowledge of seasonal changes and recognise the extensive knowledge of weather patterns held by First Nations Peoples.

#### MEDIA ARTS: Picture This! – Telling Stories with Photos

In this 10-week unit students explore how a series of images can tell a story. They will study simple photo stories and learn how to plan, take, and arrange photos that show a sequence of events. Students will explore composition, setting, character expression, and basic photo editing using iPads or tablets. They will then create and present their own digital photo story with optional sound or captions, showcasing their ability to communicate meaning visually.

#### MUSIC

Students will continue to practise both beat and rhythm with known songs and rhymes, and begin to develop part-work skills by performing beat against rhythm in two separate groups. Students will also begin learning how to notate rhythm by using simple stick notation symbols to represent 1 sound on a beat 'ta' or two sounds on a

beat 'ti-ti' . Students will continue to explore the concept of pitch by listening for and identifying high and low sounds (at a minor 3<sup>rd</sup> interval) and begin to show the melodic contour of known songs with picture icons/counters. Year 1 students will also explore the effects of tempo and dynamics in music, by listening to a variety of musical examples, including 'In the Hall of the Mountain King' by Greig, and describe how the music sounds, using familiar comparative musical terms such as *piano* & *forte* (soft/loud) and fast/slow.

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#### HPE (Health & Physical Education)

##### Health

In this unit, students recognise similarities and differences in individuals and groups and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.



##### PE

This term, students will learn to participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others and demonstrate good sportsmanship.

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#### TECHNOLOGIES – Design Technology

In this unit, students will compare the design features of different lighthouses. They will design and construct a lighthouse by follow a design brief, use equipment safely and evaluate their finished design.

