

YEAR 1 - Term 2 Overview 2024

	ENGLISH	MATHEMATICS	SCIENCE	HISTORY	CAPA	PDHPE	
WEEK 1	<p>Handwriting: a,d</p> <p>Reading & Writing: <i>Representation</i> - Students explore the way objects, events and ideas are represented in narrative texts. They retell and sequence stories to support reading comprehension and text creation.</p> <p>Spelling/Phonics:</p> <ul style="list-style-type: none"> - /igh/ igh(high), y (fly), ie (pie), i_e (ripe) 	<p>Equality:</p> <ul style="list-style-type: none"> - use balance to explore, prove, and check equivalence using the language of equality to record equivalence in different ways - identify different combinations of numbers that bond to form up to 20 and identify the constant difference between numbers - identify the equals sign and its purpose and use equivalence to solve problems. 	<p>Living World:</p> <p>Identify natural resources in our world.</p>	<p>The Past in the Present:</p> <p>Investigate regional and local Aboriginal and Torres Strait Islander sites.</p>	<p>Visual Art:</p> <p>Public Art</p>	<p>Music:</p> <p>Year 1 students will be studying the violin and string performance. They will learn the basics of playing the violin, which will include bowing and plucking techniques. They will be actively listening to various pieces of classical music that feature the violin and other instruments of the orchestra. Through this, students will engage with classical music and the historical context of selected pieces and will develop their personal and ensemble performance skills. Singing and movement will be part of each lesson to enhance their overall musical skills and experience .</p> <p>Drama:</p> <p>Students will explore mime and movement drama, creating different characters, shapes and scenes using body movement and mime.</p>	<p>PD/H:</p> <p><u>Child Protection:</u> <i>Staying Safe</i> Students describe their qualities & strengths and consider how these can be used to help stay safe.</p> <p><u>Health, Wellbeing & Relationships</u> <i>U R Strong Friendology 101</i> Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.</p> <p><i>Bounceback</i> People Bouncing Back</p> <p><u>Healthy, Safe & Active Lifestyles</u> <i>Nutrition</i> <i>Drug Education:</i> Recognising and responding to emergency situations. Medicines and how they can help us. (Week 1-5)</p> <p>PE:</p> <p>A focus on cross country running, Indigenous games and Fundamental Movement Skills and team physical activities for the Athletics Carnival including, egg and spoon, sack races, tunnel ball, over and under, stilts, quoits and running races.</p>
WEEK 2	<p>Handwriting: g, c</p> <p>Reading & Writing: <i>Representation</i> - Students explore the way objects, events and ideas are represented in narrative texts. They retell and sequence stories to support reading comprehension and text creation.</p> <p>Spelling/Phonics:</p> <ul style="list-style-type: none"> - Revision based on class needs from assessment data results 	<p>Equality:</p> <ul style="list-style-type: none"> - use balance to explore, prove, and check equivalence using the language of equality to record equivalence in different ways - identify different combinations of numbers that bond to form up to 20 and identify the constant difference between numbers - identify the equals sign and its purpose and use equivalence to solve problems. 	<p>Living World:</p> <p>Identify natural resources in our world.</p>	<p>The Past in the Present:</p> <p>Investigate regional and local Aboriginal and Torres Strait Islander sites.</p>	<p>Visual Art:</p> <p>Mother's Day Art</p>	<p>Music:</p> <p>Year 1 students will be studying the violin and string performance. They will learn the basics of playing the violin, which will include bowing and plucking techniques. They will be actively listening to various pieces of classical music that feature the violin and other instruments of the orchestra. Through this, students will engage with classical music and the historical context of selected pieces and will develop their personal and ensemble performance skills. Singing and movement will be part of each lesson to enhance their overall musical skills and experience .</p> <p>Drama:</p> <p>Students will explore mime and movement drama, creating different characters, shapes and scenes using body movement and mime.</p>	<p>PD/H:</p> <p><u>Child Protection:</u> <i>Staying Safe</i> Students describe their qualities & strengths and consider how these can be used to help stay safe.</p> <p><u>Health, Wellbeing & Relationships</u> <i>U R Strong Friendology 101</i> Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.</p> <p><i>Bounceback</i> People Bouncing Back</p> <p><u>Healthy, Safe & Active Lifestyles</u> <i>Nutrition</i> <i>Drug Education:</i> Recognising and responding to emergency situations. Medicines and how they can help us. (Week 1-5)</p> <p>PE:</p> <p>A focus on cross country running, Indigenous games and Fundamental Movement Skills and team physical activities for the Athletics Carnival including, egg and spoon, sack races, tunnel ball, over and under, stilts, quoits and running races.</p>
WEEK 3	<p>Handwriting: o, s</p> <p>Reading & Writing: <i>Context</i> - Students explore how different aspects of the world are reflected and represented. They make text-to-self and text-to-world connections to support comprehension and build mental models to support vocabulary activation.</p> <p>Spelling/Phonics:</p> <ul style="list-style-type: none"> - Assessments 	<p>Communicating data through visual displays:</p> <ul style="list-style-type: none"> - collect and organise categorical data - interpret data to make informed decisions - Identify and describe trends in data to predict the likelihood of outcomes - use data as a powerful way to describe events in the world around us. 	<p>Living World:</p> <p>Understand the ways that plants and animals are grown for food and fibre.</p>	<p>The Past in the Present:</p> <p>Understand why historical sites are important</p>	<p>Visual Art:</p> <p>Our Seasons</p>	<p>Music:</p> <p>Year 1 students will be studying the violin and string performance. They will learn the basics of playing the violin, which will include bowing and plucking techniques. They will be actively listening to various pieces of classical music that feature the violin and other instruments of the orchestra. Through this, students will engage with classical music and the historical context of selected pieces and will develop their personal and ensemble performance skills. Singing and movement will be part of each lesson to enhance their overall musical skills and experience .</p> <p>Drama:</p> <p>Students will explore mime and movement drama, creating different characters, shapes and scenes using body movement and mime.</p>	<p>PD/H:</p> <p><u>Child Protection:</u> <i>Staying Safe</i> Students describe their qualities & strengths and consider how these can be used to help stay safe.</p> <p><u>Health, Wellbeing & Relationships</u> <i>U R Strong Friendology 101</i> Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.</p> <p><i>Bounceback</i> People Bouncing Back</p> <p><u>Healthy, Safe & Active Lifestyles</u> <i>Nutrition</i> <i>Drug Education:</i> Recognising and responding to emergency situations. Medicines and how they can help us. (Week 1-5)</p> <p>PE:</p> <p>A focus on cross country running, Indigenous games and Fundamental Movement Skills and team physical activities for the Athletics Carnival including, egg and spoon, sack races, tunnel ball, over and under, stilts, quoits and running races.</p>

	ENGLISH	MATHS	SCIENCE	HISTORY	CAPA	PDHPE
WEEK 4	<p>Handwriting: f, q</p> <p>Reading & Writing: <i>Context</i> - Students explore how different aspects of the world are reflected and represented. They make text-to-self and text-to-world connections to support comprehension and build mental models to support vocabulary activation.</p> <p>Spelling/Phonics:</p> <ul style="list-style-type: none"> - change the y to an i with vowel suffixes e.g. cry - cried, 	<p>Communicating data through visual displays:</p> <ul style="list-style-type: none"> - collect and organise categorical data - interpret data to make informed decisions - Identify and describe trends in data to predict the likelihood of outcomes - use data as a powerful way to describe events in the world around us. 	<p>Living World:</p> <p>Explore the tools, equipment and techniques used to prepare food safely and hygienically for healthy eating.</p>	<p>The Past in the Present:</p> <p>Understand why historical sites are important</p>	<p>Visual Art:</p> <p>Aboriginal Seasons</p> <p>Music:</p> <p>Year 1 students will be studying the violin and string performance. They will learn the basics of playing the violin, which will include bowing and plucking techniques. They will be actively listening to various pieces of classical music that feature the violin and other instruments of the orchestra. Through this, students will engage with classical music and the historical context of selected pieces and will develop their personal and ensemble performance skills. Singing and movement will be part of each lesson to enhance their overall musical skills and experience .</p>	<p>PD/H:</p> <p><u>Child Protection:</u> <i>Staying Safe</i> Students describe their qualities & strengths and consider how these can be used to help stay safe.</p> <p><u>Health, Wellbeing & Relationships</u> <i>U R Strong Friendology 101</i> Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.</p> <p><i>Bounceback</i> People Bouncing Back</p> <p><u>Healthy, Safe & Active Lifestyles</u> <i>Nutrition</i></p> <p>PE: A focus on cross country running, Indigenous games and Fundamental Movement Skills and team physical activities for the Athletics Carnival including, egg and spoon, sack races, tunnel ball, over and under, stilts, quoits and running races.</p>
WEEK 5	<p>Handwriting: Digital Typing</p> <p>Reading & Writing: <i>Narrative</i> - Students explore narratives where images play a crucial role in telling the reader the 'whole story' and create their own multimodal text as a response.</p> <p>Spelling/Phonics: /j/ dge (<i>edge</i>) or ge (<i>cage</i>) of the base of a word</p>	<p>Length and partial measures:</p> <ul style="list-style-type: none"> - explore units that can be used to measure our world - reason why the number of units changes depending on the size of the unit used - describe the lengths of objects that include partial measures - explore the relationships between parts and a whole when describing fractions. 	<p>Living World:</p> <p>Understand the ways that Aboriginal and Torres Strait Islander people use plants and animals for food and fibre.</p>	<p>The Past in the Present:</p> <p>Identify examples of changing technology</p>	<p>Visual Art:</p> <p>Leaf Rubbings</p>	<p><i>Bounceback</i> People Bouncing Back</p> <p><u>Healthy, Safe & Active Lifestyles</u> <i>Nutrition</i></p> <p>PE: A focus on cross country running, Indigenous games and Fundamental Movement Skills and team physical activities for the Athletics Carnival including, egg and spoon, sack races, tunnel ball, over and under, stilts, quoits and running races.</p>
WEEK 6	<p>Handwriting: x, z, e</p> <p>Reading & Writing: <i>Narrative</i> - Students explore narratives where images play a crucial role in telling the reader the 'whole story' and create their own multimodal text as a response.</p> <p>Spelling/Phonics:</p> <ul style="list-style-type: none"> - /oa/ oa (<i>boat</i>), ow (<i>slow</i>), o_e (<i>bone</i>) 	<p>Length and partial measures:</p> <ul style="list-style-type: none"> - explore units that can be used to measure our world - reason why the number of units changes depending on the size of the unit used - describe the lengths of objects that include partial measures - explore the relationships between parts and a whole when describing fractions. 	<p>Living World:</p> <p>Understand the ways that Aboriginal and Torres Strait Islander people use plants and animals for food and fibre.</p>	<p>The Past in the Present:</p> <p>Identify examples of changing technology</p>	<p>Visual Art:</p> <p>Leaves and Aboriginal Symbols</p> <p>Drama:</p> <p>Students will explore mime and movement drama, creating different characters, shapes and scenes using body movement and mime.</p>	<p><i>Bounceback</i> People Bouncing Back</p> <p><u>Healthy, Safe & Active Lifestyles</u> <i>Nutrition</i></p> <p>PE: A focus on cross country running, Indigenous games and Fundamental Movement Skills and team physical activities for the Athletics Carnival including, egg and spoon, sack races, tunnel ball, over and under, stilts, quoits and running races.</p>

	ENGLISH	MATHS	SCIENCE	HISTORY	CAPA	PDHPE
WEEK 7	<p>Handwriting: 1, 4, 5</p> <p>Reading & Writing: <i>Character</i> - Students learn how authors describe both the internal and external characteristics of characters. They make text-to-self connections with characters and their own lived experiences.</p> <p>Spelling/Phonics: - /oo/ e.g. moon or book</p>	<p>Combining and separating quantities:</p> <ul style="list-style-type: none"> - represent combining situations in different ways - use symbols to describe mathematical quantities, actions, and relationships - understand that the order in which 2 quantities are combined does not change the result - recognise that when 2 collections have the same total, they are described as 'equivalent in value' - use different strategies to work out the total when combining and separating quantities - record equations in different ways - model the inverse relation between addition and subtraction using concrete materials and drawing - use knowledge of related facts) to determine a missing quantity - understand that repeated addition involves the structure of equal groups - use mathematical tools to determine if the mass of a collection is equivalent 	<p>Living WorldL:</p> <p>Explore and understand the ways that Aboriginal and Torres Strait Islander people use tools, equipment and techniques to prepare food safely and hygienically for healthy eating.</p>	<p>The Past in the Present:</p> <p>Explain how we have used technology in the past and present</p>	<p>Visual Art: Eric Carle Artist Study #1</p> <p>Music: Year 1 students will be studying the violin and string performance. They will learn the basics of playing the violin, which will include bowing and plucking techniques. They will be actively listening to various pieces of classical music that feature the violin and other instruments of the orchestra. Through this, students will engage with classical music and the historical context of selected pieces and will develop their personal and ensemble performance skills. Singing and movement will be part of each lesson to enhance their overall musical skills and experience .</p> <p>Drama: Students will explore mime and movement drama, creating different characters, shapes and scenes using body movement and mime.</p>	<p>PD/H:</p> <p><u>Child Protection:</u> <i>Staying Safe</i> Students describe their qualities & strengths and consider how these can be used to help stay safe.</p> <p><u>Health, Wellbeing & Relationships</u> <i>U R Strong Friendology 101</i> Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.</p> <p><i>Bounceback</i> People Bouncing Back</p> <p><u>Healthy, Safe & Active Lifestyles</u> <i>Nutrition</i></p> <p>PE: A focus on cross country running, Indigenous games and Fundamental Movement Skills and team physical activities for the Athletics Carnival including, egg and spoon, sack races, tunnel ball, over and under, stilts, quoits and running races.</p>
WEEK 8	<p>Handwriting: 6, 8, 9</p> <p>Reading & Writing: <i>Character</i> - Students learn how authors describe both the internal and external characteristics of characters. They make text-to-self connections with characters and their own lived experiences.</p> <p>Spelling/Phonics: - vowel suffix -y (snow, snowy)</p>	<p>Combining and separating quantities:</p> <ul style="list-style-type: none"> - represent combining situations in different ways - use symbols to describe mathematical quantities, actions, and relationships - understand that the order in which 2 quantities are combined does not change the result - recognise that when 2 collections have the same total, they are described as 'equivalent in value' - use different strategies to work out the total when combining and separating quantities - record equations in different ways - model the inverse relation between addition and subtraction using concrete materials and drawing - use knowledge of related facts) to determine a missing quantity - understand that repeated addition involves the structure of equal groups - use mathematical tools to determine if the mass of a collection is equivalent 	<p>Living World:</p> <p>Explore and understand the ways that Aboriginal and Torres Strait Islander people use tools, equipment and techniques to prepare food safely and hygienically for healthy eating.</p>	<p>The Past in the Present:</p> <p>Explain how we have used technology in the past and present</p>	<p>Visual Art: Eric Carle Artist Study #2</p> <p>Drama: Students will explore mime and movement drama, creating different characters, shapes and scenes using body movement and mime.</p>	<p>PD/H:</p> <p><u>Child Protection:</u> <i>Staying Safe</i> Students describe their qualities & strengths and consider how these can be used to help stay safe.</p> <p><u>Health, Wellbeing & Relationships</u> <i>U R Strong Friendology 101</i> Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.</p> <p><i>Bounceback</i> People Bouncing Back</p> <p><u>Healthy, Safe & Active Lifestyles</u> <i>Nutrition</i></p> <p>PE: A focus on cross country running, Indigenous games and Fundamental Movement Skills and team physical activities for the Athletics Carnival including, egg and spoon, sack races, tunnel ball, over and under, stilts, quoits and running races.</p>

WEEK 9

Handwriting: 2, 3, 7
Reading & Writing: *Imagery, Symbol & Connotation* - Students learn how visual and written elements combine to bring deeper meaning to imaginative texts. This includes symbolic representations and figurative language. They then identify how language changes when factual information is presented, including in a range of digital texts.
Spelling/Phonics:
 - /ar/ e.g. ar (car) or a

Position and chance:

- give, describe, and compare the position of objects using positional language
- give and follow directions to locations and from one location to another
- describe and identify the position of numbers using structured materials and formations
- recognise and describe the element of chance in events and games.

Living World:
 Investigate ways people use scientific and technological knowledge and skills to sustainably grow plants and animals to produce fibre for clothing.

The Past in the Present:
 Compare and contrast different technology over time

Visual Art:
 Spiders

Music:
 Year 1 students will be studying the violin and string performance. They will learn the basics of playing the violin, which will include bowing and plucking techniques. They will be actively listening to various pieces of classical music that feature the violin and other instruments of the orchestra. Through this, students will engage with classical music and the historical context of selected pieces and will develop their personal and ensemble performance skills. Singing and movement will be part of each lesson to enhance their overall musical skills and experience .

PD/H:
Child Protection:
Staying Safe
 Students describe their qualities & strengths and consider how these can be used to help stay safe.
Health, Wellbeing & Relationships
U R Strong Friendology 101
 Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.

Bounceback
 People Bouncing Back
Healthy, Safe & Active Lifestyles
Nutrition

PE:
 A focus on cross country running, Indigenous games and Fundamental Movement Skills and team physical activities for the Athletics Carnival including, egg and spoon, sack races, tunnel ball, over and under, stilts, quoits and running races.

WEEK 10

Handwriting: Digital Typing
Reading & Writing: *Imagery, Symbol & Connotation* - Students learn how visual and written elements combine to bring deeper meaning to imaginative texts. This includes symbolic representations and figurative language. They then identify how language changes when factual information is presented, including in a range of digital texts.
Spelling/Phonics:
 - /er/ e.g. er (fern), ir (bird) ur (turn)

Position and chance:

- give, describe, and compare the position of objects using positional language
- give and follow directions to locations and from one location to another
- describe and identify the position of numbers using structured materials and formations
- recognise and describe the element of chance in events and games.

Living World:
 Investigate ways people use scientific and technological knowledge and skills to sustainably grow plants and animals to produce fibre for clothing.

The Past in the Present:
 Compare and contrast different technology over time

Visual Art:
 Spiders

Drama:
 Students will explore mime and movement drama, creating different characters, shapes and scenes using body movement and mime.

Year 1 Library (across the term) - Through quality Australian stories with the focus on themes of emotions and feelings, students will identify and describe the range of emotions and feelings we can experience and explore the themes within the stories.