

YEAR 1 - Term 3 Overview

	ENGLISH	MATHEMATICS	SCIENCE	GEOGRAPHY	CAPA	PDHPE
WEEK 1	<p>Phonics: oi, oy Spelling: 'oy' usually appears at the end of words. 'oi' usually appears inside words. Grammar: Some nouns can be made into adjectives by adding the suffix '-y'. When the noun ends in 'e', drop the 'e' and add '-y'. Suffix -ful describes something that is full or something (joyful) Handwriting: Yy Reading & Writing: Students are learning to understand how authors persuade an audience using the textual concepts of argument and perspective.</p>	<p>Place value & Number Representation: This includes representing large collections, exploring place value through partitioning, demonstrating equivalence, comparing numbers through different representations, finding patterns when representing large numbers, exploring that an analog clock is made by curving a number line, and using a grid structure to describe the paths between numbers.</p>	<p>Material World: Investigating Different Materials</p>	<p>People & Places: Investigating our place in the world</p>	<p>Visual Art: Perspective Drawing - Scale & Perspective</p>	<p>Music: Students will continue to learn the violin. They will perform new pieces using plucking and bowing and create rhythmic accompaniments for these pieces. Students will listen to a variety of music performed on string instruments.</p> <p>Child Protection: Strengths & Strategies for Safety</p> <p>Health, Wellbeing & Relationships: <i>U R Strong Friendology 101</i> Building respectful relationships, enhancing personal strengths & exploring personal identity to promote the health, safety & wellbeing of themselves and others.</p>
WEEK 2	<p>Phonics: er, ir, ur Spelling: 'q' is generally followed by 'u' Grammar: Introduce prefix re- when you do something again (return, relearn, reserve, reverse, rebirth) Handwriting: li Reading & Writing: Students are learning to understand how authors persuade an audience using the textual concepts of argument and perspective.</p>	<p>Place Value & Number Representation: This includes representing large collections, exploring place value through partitioning, demonstrating equivalence, comparing numbers through different representations, finding patterns when representing large numbers, exploring that an analog clock is made by curving a number line, and using a grid structure to describe the paths between numbers.</p>	<p>Material World: Sorting Materials</p>	<p>People & Places: Investigating our place in the world</p>	<p>Visual Art: Australian Artist Study - Ken Done</p> <p>Dance: <i>Footsteps Dance Program</i> This is an external company that teaches students dance elements, choreography, performance skills, storytelling through dance and movement, cultural presentation and group work.</p>	<p><i>Bounceback</i> Resilience Program</p> <p>Healthy, Safe & Active Lifestyles: <i>Medicines and Me</i> Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.</p>
WEEK 3	<p>Phonics: or, ear Spelling: or: These are less frequently used graphemes to represent the phoneme /er/. Grammar: build on prefix re- when you do something again (relearn, research, rework, reword). Contractions: he'd, she'd, we're, they're Handwriting: Aa Reading & Writing: Students are learning to identify how authors use intentional language choices and illustrations to represent characters and ideas.</p>	<p>Patterning: This includes students understanding that patterns repeat, that some patterns can increase (grow) or decrease (shrink) by the same amount in each subsequent term, and developing an understanding of patterns in the place value system.</p>	<p>Material World: Bending, Stretching & Twisting Materials</p>	<p>People & Places: Investigating the Hemispheres of the world</p>	<p>Visual Art: Australian Artist Study - Ken Done</p>	<p>Movement Skill & Performance: Gymnastics - Rhythmic & Expressive Movement</p>
WEEK 4	<p>Phonics: Revision Spelling: Revision Grammar: Revision Handwriting: Revision Reading & Writing: Students are learning to identify how authors use intentional language choices and illustrations to represent characters and ideas.</p>	<p>Patterning: This includes students understanding that patterns repeat, that some patterns can increase (grow) or decrease (shrink) by the same amount in each subsequent term, and developing an understanding of patterns in the place value system.</p>	<p>Material World: Can materials be combined?</p>	<p>People & Places: Investigating the Hemispheres of the world</p>	<p>Visual Art: Windows (Jeanie Baker) - Local Landscape/Scale</p>	<p>Individual/group/team physical activities</p>

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WEEK 5	<p>Phonics: u, oo, oul Spelling: This diphthong is often referred to as the short /oo/ sound. The short /oo/ sound is usually found in the middle of a base word. Grammar: Compound words Handwriting: Oo Reading & Writing: Students are learning to collaboratively plan, create, and present inclusive multimodal texts using their understanding of context.</p>	<p>Making and Using Equal Groups: This includes modeling and using equal groups of objects to represent multiplication, using arrays to distinguish between the number of groups and the number in each group when describing collections of objects, and solving multiplication and division problems using objects, diagrams, images, and actions.</p>	<p>Material World: Bend, Twist & Stretch Experiment</p>	<p>People & Places: Learning how to find places that are personal and public</p>	<p>Visual Art: Cartooning</p>	<p>Music: Students will continue to learn the violin. They will perform new pieces using plucking and bowing and create rhythmic accompaniments for these pieces. Students will listen to a variety of music performed on string instruments.</p>	<p>Child Protection: Strengths & Strategies for Safety</p> <p>Health, Wellbeing & Relationships: <i>U R Strong Friendology 101</i> Building respectful relationships, enhancing personal strengths & exploring personal identity to promote the health, safety & wellbeing of themselves and others.</p>
WEEK 6	<p>Phonics: er, ar, or Spelling: These make a schwa sound which is an unstressed/unaccented syllable, where a vowel does not make its long or short vowel sound. It usually sounds like the short /u/ sound but is shorter, softer and weaker. Grammar: Suffix '-er' to the end of a verb to changes it to a noun that names a person or thing doing something. Handwriting: Ee Reading & Writing: Students are learning to collaboratively plan, create, and present inclusive multimodal texts using their understanding of context.</p>	<p>Making and Using Equal Groups: This includes modeling and using equal groups of objects to represent multiplication, using arrays to distinguish between the number of groups and the number in each group when describing collections of objects, and solving multiplication and division problems using objects, diagrams, images, and actions.</p>	<p>Material World: Salt Dough (experiment)</p>	<p>People & Places: Learning how to find places that are personal and public</p>	<p>Visual Art: Shadow Art - 3D Objects</p>	<p>Dance: <i>Footsteps Dance Program</i> This is an external company that teaches students dance elements, choreography, performance skills, storytelling through dance and movement, cultural presentation and group work.</p>	<p><i>Bounceback</i> Resilience Program</p> <p>Healthy, Safe & Active Lifestyles: <i>Medicines and Me</i> Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.</p>
WEEK 7	<p>Phonics: Revision Spelling: Revision Grammar: Revision Handwriting: Revision Reading & Writing: Students are learning to respond to narrative picture books, and use commas, noun groups, and paragraphs when writing.</p>	<p>Measurement Using Uniform Informal Units: This includes students comparing, ordering and matching using informal units of measurement, estimating whether a measurement is reasonable, considering how selection of measuring unit affects accuracy and exploring conservation of length, area, volume and mass.</p>	<p>Material World: Ice-Cream in a Bag (experiment)</p>	<p>People & Places: Investigating how places get their names.</p>	<p>Visual Art: Father's Day Gift & Card</p>		<p>Movement Skill & Performance: Gymnastics - Rhythmic & Expressive Movement</p>
WEEK 8	<p>Phonics: j, g, ge, dge Spelling: Soft g. When the grapheme 'g' is followed by 'e', 'i', or 'y', it usually makes the /j/ sound. Grammar: For single syllable words with single short vowels, the final consonant is doubled before adding '-ed' or '-ing'. (jab, jog, jam). Handwriting: Jj, Dd Reading & Writing: Students are learning to respond to narrative picture books, and use commas, noun groups, and paragraphs when writing.</p>	<p>Measurement Using Uniform Informal Units: This includes students comparing, ordering and matching using informal units of measurement, estimating whether a measurement is reasonable, considering how selection of measuring unit affects accuracy and exploring conservation of length, area, volume and mass.</p>	<p>Material World: Indigenous Materials</p>	<p>People & Places: Investigating how places get their names.</p>	<p>Visual Art: Animals - Texture & Patterning</p>		<p>Individual/group/team physical activities</p>

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WEEK 9	<p>Phonics: tch Spelling: ‘tch’ is often used at the end of a syllable or base word after a short vowel that is represented with one vowel letter. Grammar: Revise suffix ‘-er’ to the end of a verb to change it to a noun that names a person or thing doing something. Contractions: don't, can't, haven't, hadn't, wasn't Handwriting: Tt Reading & Writing: Students are learning to identify how authors construct characters in texts</p>	<p>Rational Numbers/Fractions: This includes understanding that a fraction is a number, investigating that when a whole is cut or partitioned into equal parts, the number of parts increases but the size of each part is smaller, understanding halves and quarters, demonstrating that there is more than one way to create a half of a collection, an object or a measure, recognising that not all partitions of a whole will result in equal shares and applying knowledge of equal partitioning to solve problems with remainders.</p>	<p>Material World: Design a Boat</p>	<p>People & Places: Understanding what a suburb is and what our local suburbs are</p>	<p>Visual Art: Animals - Texture & Patterning (continued)</p>	<p>Music: Students will continue to learn the violin. They will perform new pieces using plucking and bowing and create rhythmic accompaniments for these pieces. Students will listen to a variety of music performed on string instruments.</p> <p>Dance: <i>Footsteps Dance Program</i> This is an external company that teaches students dance elements, choreography, performance skills, storytelling through dance and movement, cultural presentation and group work.</p>	<p>Child Protection: Strengths & Strategies for Safety</p> <p>Health, Wellbeing & Relationships: <i>U R Strong Friendology 101</i> Building respectful relationships, enhancing personal strengths & exploring personal identity to promote the health, safety & wellbeing of themselves and others.</p> <p><i>Bounceback</i> Resilience Program</p> <p>Healthy, Safe & Active Lifestyles: <i>Medicines and Me</i> Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.</p> <p>Movement Skill & Performance: Gymnastics - Rhythmic & Expressive Movement</p> <p>Individual/group/team physical activities</p>
WEEK 10	<p>Phonics: Revision Spelling: Revision Grammar: Revision Handwriting: Revision Reading & Writing: Students are learning to use multiple sources of information to create texts.</p>	<p>Rational Numbers/Fractions: This includes understanding that a fraction is a number, investigating that when a whole is cut or partitioned into equal parts, the number of parts increases but the size of each part is smaller, understanding halves and quarters, demonstrating that there is more than one way to create a half of a collection, an object or a measure, recognising that not all partitions of a whole will result in equal shares and applying knowledge of equal partitioning to solve problems with remainders.</p>	<p>Material World: Revision</p>	<p>People & Places: Understanding what a suburb is and what our local suburbs are</p>	<p>Visual Art: Cartooning</p>		