

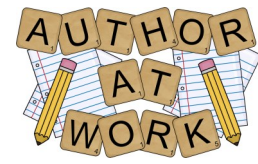
# Term Two—Year One Curriculum Overview 2023

## ENGLISH

This term in English students will write a character description to describe how a character develops from the beginning to the end of a story. Your child will focus on using compound sentences, noun groups and identifying the happenings and events of the story.

### Reading

In reading we will be focussing on decoding strategies to work out unknown words, and comprehension strategies to improve understanding of what has been read. Your child will develop fluency and expression in their reading presentation. Students are also encourage to engage in regular home reading opportunities.

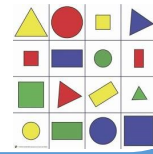


## MATHEMATICS

**Number and Algebra** -The students will represent **two digit numbers** and their place value with numbers up to 100. They will be introduced to a range of efficient strategies for solving addition and subtraction problems. Students will practise counting forwards and backwards in twos, fives and tens up to 100 from various starting points.

**Measurement and Geometry** - Students will learn to measure capacity. You can assist your child at home with this by measuring water, rice, dirt , etc. with cups or bowls , eg. How many cups of rice was in the bag?

**2D shapes & 3D objects:** Recognise and classify familiar two-dimensional shapes and three-dimensional objects using features.



**Location and transformation:** Students will learn to give and follow directions to familiar locations.

## SCIENCE

**Rocking the Boat**— In this unit students look at how to change materials (fabric, paper, plastic etc.) in order to create a container that can hold two marbles and stay afloat in water.



*How to help your child with this:*

1. Talk to your child about how materials can change to serve a purpose (weave straw to make a basket).
2. Let your child experiment with different materials by testing if they float or sink and whether they are waterproof.

## Health and Wellbeing

Students recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings.



## HASS

### How do people use spaces?

Students will identify and represent different features of local places. They will identify how features have changed over time, the purpose of the places and how to care for them.



*How to help your child with this:*

1. Walk around your local area and identify features that are natural, constructed (man-made) or managed (it grows but is looked after/changed by humans e.g. mowed grass).
2. Discuss what the purpose of particular places are, e.g. a classroom is for learning and an oval is for playing sport.
3. Discuss how places have changed over time and how we can take care of them e.g. pick up rubbish.

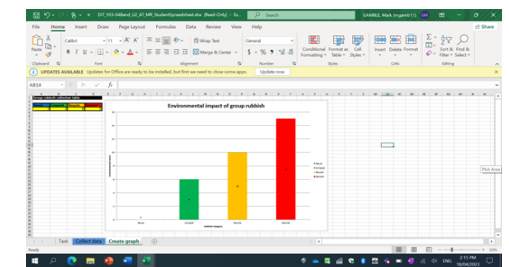
## The ARTS- Shopping fun

In this unit, students make and respond to drama by exploring the theme of shopping. Students will:

- explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving shopping
  - use voice, facial expression, movement and space to imagine and establish role and situation
  - present drama that communicates ideas about shopping to an audience
  - respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.
- Dance**-In this unit the students are learning to respond to, perform a choreograph dance.

## Technologies

Students will be exploring spreadsheets using Excel by collecting, sorting and graphing data about waste in our school.



## Physical Education

### Catch Me If You Can.

In this unit, students will participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They will propose a range of alternatives and test their effectiveness to solve movement challenges. They will demonstrate strategies to work in groups and play fairly during tagging games.



## Music—Different places

In this unit, students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes; and the built environment as stimulus for music making and responding.

Students will:

- develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces on the theme of different places, using voice, movement and body percussion
- sing and play instruments to improvise and practise a repertoire of chants, songs and rhymes related to different places
- create compositions and perform music to communicate ideas that represent different places