
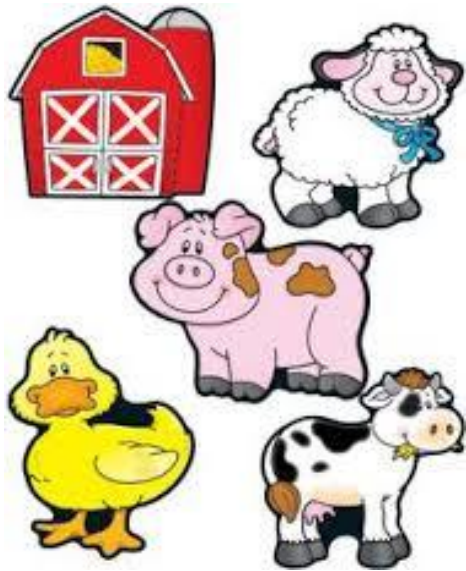


Dear Parents/Guardians,
 Please find below an overview of our curriculum for Term Two.
 Kind regards, the Year One Team –

LITERACY	MATHS	INTEGRATED UNIT
<p>Reading</p> <ul style="list-style-type: none"> • Shared, modelled, guided, partner, buddy and independent reading • Songs, rhymes and chants • Phonics: Consonant digraphs & long vowel sounds revision • A large range of reading strategies • Take home books: Levelled and other appropriate texts • Reading activities including Readers’ Theatre and comprehension • Literacy Learning Intervention program <p>Spelling</p> <ul style="list-style-type: none"> • High frequency words • Consonant digraphs (sh, th, ch, ck, qu, ng, wh) and long vowels (a_e, i_e, o_e) • Weekly word study <p>Writing</p> <ul style="list-style-type: none"> • Modelled and shared writing • Concepts about print • Text Type: Information Reports & Recounts • VCOP: Vocabulary (Wow Words), punctuation (exclamation & question marks) and connectives • Seven Steps: Sizzling starts, planning for success and exciting endings • Writing strategies, including: Have-a-go, talk/plan before you write, wordlists, segmenting sounds, and re-reading. • Editing <p>Handwriting</p> <ul style="list-style-type: none"> • Focus on posture, pencil grip, starting points, letter formation, direction and consistent size <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Listening strategies and responses (Willy Kids) • Reflecting on learning during share time • News (Show & Tell) 	<p>Number and Algebra</p> <ul style="list-style-type: none"> • Number facts (mental computation, strategies) • Number work & processes • Subitising • Addition (modelling everyday situations, addition strategies, addition facts, mental strategies, missing elements, number sentences, word problems, equivalent number sentences and turn around facts). • Subtraction (modelling everyday situations, subtraction strategies, subtraction facts, mental strategies, missing elements, halving, number sentences, word problems, equivalent number sentences and links to addition). • Computer-based Maths activities • Strategy games <p>Measurement and Geometry</p> <ul style="list-style-type: none"> • 2D Shapes: Name, describe, sort and draw • 3D Shapes: Name, describe, sort and draw. <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Chance: Probability scale, event likelihood, trials and identify & describe outcomes • Graphing: Revision 	<p style="text-align: center;">From Farm to City</p> <p>In Term 2, students will study a unit of work titled From Farm to City.</p> <p>In this unit students will focus on where our food comes from and how it reaches us.</p> <p>They will begin by comparing life on the farm to life in the city, including a visit to a real farm: the Animal Land Children’s Farm.</p> <p>Students will look at where food comes from, what helps it grow and how fresh produce is processed, packaged and transported to the cities.</p> <p>They will also be doing science experiments related to the topic in our brand new science lab.</p> 

SPECIALIST CLASSES

Art (Joanne Wilson)

In Art this term, students will create a variety of artworks, including a lantern for the Lantern Walk, using a range of mediums. Looking at the work of a range of artists, students will explore how to incorporate new techniques into their work.

LOTE - French (Coralie Schaff)

In French, students become familiar with the sounds of the French language, including rhythm, stress and pronunciation. They develop their French communication skills using greetings and learning simple phrases and structures through songs and games. Note: 1T & 1R do not have LOTE this term.

Music (Faye Ferry)

Students will continue to expand their knowledge of musical symbols through listening, singing and playing instruments. The elements to be covered this term will be pitch (notes of the treble clef) and texture (thick and thin). In addition to this students will consider music styles from different times, places and purpose.

Physical & Health Education (Paddy Gallivan)

In Physical Education, students will be using the basic motor skills they have developed to participate in modified sport-specific games such as soccer and AFL. The Grade 1's will increase their knowledge of safe procedures with the use of space and equipment and will learn why these procedures are important.

LEARNING AT HOME

Reading

Each day children are expected to undertake 10-15 minutes of reading at home, utilising a variety of books (take home, self-selected, library, books from home, etc.). Students have a Home Reading Record that is kept in their blue book bags, where they should record the titles they have read each day. Please refer to the Home Reading Record for suggestions as to how you can best support your children when doing Home Reading.

Spelling

Students will also bring home a Words I'm Learning book in their blue book bags, which will contain a new list of ten words each week. You may like to play spelling games with these words so that students become familiar with the spelling and pronunciation of each word.

Big Write Talk Homework

Big Writes will be introduced to the Grade Ones this term. From week 3, your child will come home with a new writing stimulus once a fortnight. The stimulus will inform you of the writing topic, which we ask you to discuss with your child. The aim is for students to come to Big Write sessions with their 'head full of ideas' that they can use in their writing.

Oral Presentation

As part of the Speaking and Listening component of the English curriculum, students are encouraged to prepare and present a 1-2 minute (max.) news item for the class each week, followed by some questions and responses from classmates.

EXTRA-CURRICULAR ACTIVITIES / SPECIAL EVENTS

Anzac Day Public Holiday – Wednesday 25th April
 Animal Land Children's Farm Excursion – Thursday 3rd May
 Student-Free Curriculum Day – Monday 7th May
 Mother's Day Stall – Thursday 10th May
 1R Host Assembly – Friday 11th May

1W Host Assembly – Friday 18th May
 1T Host Assembly – Friday 25th May
 Walk To School Safely Day – Friday 18th May
 Queen's Birthday Public Holiday – Monday 11th June
 Student Learning Conferences – Tuesday 26th June



WILLY KIDS ARE FRIENDLY KIDS	
WEEK 1:	Playing Fairly
WEEK 2:	Good Winners/Good Losers
WEEK 3:	Body Language
WEEK 4:	Voice
WEEK 5:	Using Appropriate Language
WEEK 6:	Respecting Adults
WEEK 7:	Respecting One Another
WEEK 8:	Respecting Differences
WEEK 9:	Respecting Property – Yours and Others
WEEK 10:	Respecting Our School and Environment
WEEK 11:	Building Relationships

CHILD WISE / RESPECTFUL RELATIONSHIPS	
FOCUS 1:	<i>Reactions</i> - What is an appropriate reaction to different situations? How should I react when I feel unsafe? What clues will my body give me when I feel unsafe?
FOCUS 2:	<i>Personal Safety</i> – What is ‘stranger danger’? What steps can I take to keep safe in different situations? (i.e. walking home from school, at someone’s house, in a public place). What immediate and after-the-fact actions can I take if my personal safety is compromised?
FOCUS 3:	<i>Children’s Rights</i> – What are rights? What are human rights and the rights of children? What actions can we take if these rights have been denied?
FOCUS 4:	<i>Body Ownership & Private Zones</i> – Who is the boss of my body? Is it ok for others to touch my body? What are private zones? What actions can I take if someone touches my private zones.