



**Overview: Term 2**

**Grade: 1/2**

**Class Teachers: Miss Philippa Thomas and Mrs Ruth Moning**

If you have any questions, or need further information, please feel free to visit our classroom or email me at [Philippa.Thomas@newcrest.com.au](mailto:Philippa.Thomas@newcrest.com.au)

**Mathematics:** Students in Year 1 and Year 2 will participate in whole class concept learning and problem solving sessions, small group investigations and individual work to develop their mathematical understanding, fluency, problem solving and reasoning skills. Mathematical content will be taken from the 'Number and Algebra', 'Measurement and Geometry' and 'Statistics and Probability' strands of the Mathematics Australian Curriculum, and will cover the following concepts:

### Mathematics Year 1

Number and Algebra, students will:

- recognise, read, write, model, and order numbers to 100.
- skip count by twos, fives and tens starting from zero.
- investigate patterns made with numbers and objects.
- solve simple addition and subtraction problems using strategies such as counting on and partitioning.
- recognise one-half as being one of two equal parts of a whole.
- explore Australian and Papua New Guinean coins and order them according to their value.

Measurement and Geometry, students will:

- measure and compare the lengths of objects using informal units of measurement.
- recognise and classify familiar 2D shapes and 3D objects using their common features.

### Mathematics Year 2

Number and Algebra, students will:

- recognise, read, write, model and order numbers to 1000.
- skip count by twos, threes, fives and tens from any starting point.
- describe number patterns and use rules, such as 'add 2' to find their missing parts.
- solve simple addition and subtraction problems using a range of mental and written strategies, and explore how addition and subtraction are related.
- explore and represent multiplication as repeated addition and 'groups of'.
- explore and represent division as grouping and sharing into equal parts.
- recognise and interpret halves, quarters and eighths of shapes and collections.
- count and order small collections of Australian and Papua New Guinean coins and notes according to their value.

Measurement and Geometry, students will:

- describe and draw 2D shapes, and describe the features of 3D objects.
- measure, compare and order several shapes and objects based on length using informal units of measurement.

**English Receptive Modes:** how children process and use the information they read, view and hear when carrying out English activities.

- Reading – The children will engage in modelled and guided reading sessions. There will be explicit teaching of both decoding and comprehension reading strategies. Decoding strategies such as word chunking and re-reading support students to read new vocabulary. Comprehension strategies such as making inferences help students to understand and enjoy the texts they read. There will be an emphasis on supporting students in their mastery of reading the most commonly used sight words – if your child comes home with a list of these, please support your child in practising these as part of your daily home reading sessions.
- Viewing – Children will view and respond to various print and digital media in English lessons and throughout all learning areas.
- Listening – Children will be assessed on how well they carry out instructions and process information presented to them by both teachers and peers.

**English Productive Modes:** how effectively children produce English written, spoken and digital content.

- Handwriting – The children will continue to improve their skills at correctly forming and using upper and lower case letters. An emphasis will also be placed on appropriate sizing and legibility of writing. The children will write on 'dotted thirds' lines to promote correct letter formation and size.
- Speaking – The children will have daily opportunities to participate in speaking sessions. These sessions will vary from class discussions to structured mini-presentations.

- Spelling – We will continue using the Soundwaves spelling program. Weekly spelling tests will be used to differentiate the complexity of the words each child is engaging with. Personalised lists will feature in some children’s homework for them to practise. The students will be encouraged to use their Soundwaves knowledge to support them in making correct spelling choices in their writing.
- Grammar and Punctuation – The children will build upon their Term 1 learning about nouns, adjectives and verbs. They will look at the role these parts of speech play in narrative writing. The students will be supported to structure grammatically correct sentences, and they will be encouraged to use sentence boundary punctuation.
- Creating texts – This term we will explore narrative writing. The children will engage with print and digital narratives, investigating their structure and language features. They will have opportunities to retell familiar and favourite imaginative texts, and will also be encouraged to create their own original narratives.

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| <p><b>Science: Spot the Difference</b><br/>         Chocolate melts in the sun, water evaporates from puddles and cement hardens in the air. Knowledge of the changes that can happen to everyday materials is an important part of understanding their uses. The children will explore change through the context of food including spaghetti, chocolate and popcorn. They will learn about how heating or cooling a food can change its properties, and whether these changes can be reversed or not.</p>   | <p><b>HASS, History: Investigating changes in family life</b><br/>         This unit will develop the children’s understanding of family structures and the roles of family members within the family unit. They will have opportunities to identify how these roles have changed or remained the same over time. The children will identify differences and similarities between their own lives, and life during their parents’ and grandparents’ childhoods. The children will develop understanding of the concepts of continuity and change, cause and effect, perspectives and empathy.</p>   |
| <p><b>PE with Miss Angela Collins, Tuesdays 1:30pm – 2:45pm</b><br/>         In this unit, students will develop the skills needed to participate in Track and Field events for Athletics. Students will perform the loco-motor skills of running, jumping and throwing techniques. They will also discuss the body’s reactions to participating in physical activities.</p> <p><b>Health: Good choices, healthy me</b><br/>         In this unit, the children will explore the actions they can take to keep themselves healthy, in terms of their diet choices, hygiene practices and physical activity. They will identify healthy eating choices, explore the activities that children can do regularly to be physically active, and investigate the hygiene practices that keep them healthy such as daily washing, teeth cleaning and washing their hands before eating.</p> | <p><b>The Digital Technologies: Computers, Handy Helpers (Part 1)</b><br/>         The students will develop foundational computing skills by successfully logging on, creating files, and saving and locating those files. They will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas, for example, English text publishing in Microsoft Word. The children will describe how digital and information systems are used for particular purposes, for example, we conduct ‘Google’ searches to find out information. They will collect, explore and sort familiar data and use digital systems to present the data creatively. The concepts covered this term will be further explored during Term 3 Digital Technologies learning as well.</p> |
| <p><b>The Performing Arts, Music with Mr Morgan Neale, Wednesdays 1:45pm – 2:45pm</b><br/>         This term, students will continue to explore rhythm and beat in simple time. They will also learn new songs on the xylophone and recorder, which will be performed on assembly at the end of term. Students will continue practicing solfa through voice, hand signals and by singing songs.</p>   | <p><b>Tok Pisin with Mrs Ruth Moning, Thursdays 12:00pm – 12:45pm</b><br/>         This unit will link with HASS, History learning about families. In this unit, the students will describe family structures and roles from a Papua New Guinean perspective and identify how these roles have changed or remained the same over time. They will use Tok Pisin vocabulary to identify the differences and similarities between their daily life and life during their parents and grandparents’ childhoods.</p>   |