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**Maths\_** - Year 1/ 2 students will participate in explicit learning activities in both whole class and small group situations to further develop their *Understanding, Fluency, Problem Solving and Reasoning Skills* across the three content strands: Number and Algebra, Measurement and Geometry, Statistics and Probability. Learning undertaken in Term 1 and 2 will be revised and consolidated.

Year 1	Year 2
<p><b>NUMBER AND ALGEBRA</b></p> <ul style="list-style-type: none"> <li>• Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero</li> <li>• Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line</li> <li>• Count collections to 100 by partitioning numbers using place value</li> <li>• Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts</li> <li>• Investigate and describe number patterns formed by skip-counting and patterns with objects</li> </ul> <p><b>MEASUREMENT AND GEOMETRY –</b></p> <ul style="list-style-type: none"> <li>• Describe duration using months, weeks, days and hours</li> <li>• Recognise and classify familiar two-dimensional shapes using obvious features</li> <li>• Measure and compare the lengths of pairs of objects using uniform informal units</li> <li>• Give and follow directions to familiar locations</li> </ul> <p><b>STATISTICS AND PROBABILITY – Chance</b> Identify outcomes of familiar events that involve chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’</p>	<p><b>NUMBER AND ALGEBRA</b></p> <ul style="list-style-type: none"> <li>• Investigate number sequences, initially those increasing and decreasing by two, threes, fives and tens from any starting point, then moving to other sequences</li> <li>• Recognise, model, represent and order numbers to at least 1000</li> <li>• Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting</li> <li>• Explore the connection between addition and subtraction</li> <li>• Solve simple addition and subtraction problems using a range of efficient mental and written strategies</li> </ul> <p><b>MEASUREMENT AND GEOMETRY</b></p> <ul style="list-style-type: none"> <li>• Compare and order several shapes and objects based on length and area, using appropriate uniform informal units</li> <li>• Describe and draw two-dimensional shapes, with and without digital technologies</li> <li>• Interpret simple maps of familiar locations and identify the relative positions of key features</li> </ul> <p><b>STATISTICS AND PROBABILITY – Chance</b></p> <ul style="list-style-type: none"> <li>• Identify practical activities and everyday events that involve chance. Describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’</li> </ul>

**English-** Students will listen to, read and view a range of picture books. They examine the language of communication in real and imaginative contexts. Students examine how stories convey messages about issues that relate to families and friends. Students describe and share feelings about their experiences, with peers and teachers. Students construct a personal recount about a family or shared class experience and participate in individual and class journal writing.

Students will continue to develop their skills in reading, writing, spelling, grammar and punctuation.

**Reading and Viewing:** Students will participate in a wide range of reading activities including guided, shared and modelled reading. There will be explicit teaching of both decoding and comprehension strategies. In addition, students are expected to read nightly at home.

**Speaking and Listening –** Students will participate in group reading, group discussions, and deliver short presentations. Students will participate in Assembly presentation and learn to modify speech according to purpose and audience.

**Writing:** Students will continue write recounts and some imaginative text.

**Spelling:** The school follows the *Sound Waves* program. This program develops spelling, reading and writing skills. List words are part on daily homework activities. Friday is spelling test day.

**Handwriting:** Students practise regularly using *Targeting Handwriting* workbooks. Correct letter formation, neatness, and correct posture and pencil hold are encouraged in all writing activities.

**Grammar:** Students explore (Year 1) and understand (Year 2) nouns, pronouns, adjectives, verbs and adverbs and the use of factual language. Year 2 explore conjunctions, antonyms and synonyms.

### *The Arts*

**Visual Arts:** The Colour Theory

This unit will explore colour concepts around warm and cool colours. It will also look at primary, secondary and tertiary colours. We will investigate the ways colours are made and used in art. There will be a focus on the various ways we can mix colours to create new colours, and how we can use these mixing techniques to create artworks.

**Music:** Year 1 and 2 will explore beat and simple rhythms this term. This will be achieved by singing songs and playing musical games that involve movement, body percussion and percussion instruments. The students will begin to identify the flow of melody in music. It is sure to be a fun-filled musical adventure!

### *PNQ Studies* (Ms Anastasia Tukata)

In this unit, students will identify how living things like sago leaves are sewn and make things using natural materials and make things from scraps.

### *Health and Physical Education*

**Health:**

In this unit, children explore the need for belonging and how people meet this need. They identify who helps meet the need and how to include others in activities. Children identify the reasons why people are included, and why they are not included. They describe the social changes that occur in Year 1 and develop skills to get along with other people.

**Physical Education**

In this unit, children develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.

Children will:

- demonstrate positive ways to interact with a partner
  - perform object control skills of throwing and catching
  - perform loco-motor skills of running/jogging and jumping techniques
- propose a range of alternatives and test their effectiveness when solving movement challenges.

*Science* - During this term children investigate how people use science in their daily lives, including when caring for their environment and living things. Students will identify the earth's resources, including water, and consider the effects of using resources.

*Technology*- Children explore how food is selected from farm and garden produce to create a given meal. They examine how the food, once selected, is safely stored in the kitchen. They then design a healthy snack (e.g. fruit salad) using the selected and stored food. Part of the design process involves safe food preparation practices, e.g. safe use of knives for cutting fruit.

The students will:

- share their knowledge of food sources and storage
- explore and discuss healthy and favourite food choices
- look at ways to collect, store and prepare food and work in groups to plan and prepare a healthy snack

*HASS*- The unit develops children's understanding of the natural, managed and constructed features of places, their location, and how they change. Included in these understandings of natural features are the weather and seasons of places, and the ways in which different cultural groups describe them.

**Special Class Activities:** PE: Thursday, Library: Tuesday Music: Tuesday, Assembly item: Week 3