

<p style="text-align: center;">ENGLISH</p> <p>English is broken into receptive and productive language modes. Throughout the term we will cover both areas daily.</p> <p>In receptive language students will:</p> <ul style="list-style-type: none"> • Further develop phonological awareness with a focus on long vowel sound word families which will enable students to more easily spell words. • Practice using reading strategies such as re-reading, skipping and flipping the sound. • Continue learning high frequency words • Extend upon retells and develop inferential understanding. <p>In productive language students will:</p> <ul style="list-style-type: none"> • Have opportunities to practice oral language skills to create short narratives with a focus on setting, character development, problem and resolution. • Write short stories using punctuation and sentence structure. • Practice letter formation skills. <p>In English we use a rich range of interesting texts and interrelate our focus areas. Real life experiences are an important part of this learning.</p>	<p style="text-align: center;">MATHEMATICS</p> <ul style="list-style-type: none"> • Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line. • Count collections to 100 by partitioning numbers using place value. • Represent and solve simple addition problems using a range of strategies. • 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. • Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features. • Recognise, describe and order Australian coins according to their value. <p>Our model of teaching Mathematics includes:</p> <ul style="list-style-type: none"> • Providing students with an opportunity to use concrete materials to manipulate numbers and deepen their understanding of all mathematical concepts. • Posing high impact inquiry questions that allow students to develop their problem-solving strategies to solve real life problems. 	<p style="text-align: center;">SCIENCE – Chemical Science</p> <p style="text-align: center;"><i>'Spot the Difference'</i></p> <p>Students will be exploring Chemical Science and will investigate:</p> <ul style="list-style-type: none"> • The properties of different materials • What actions change the physical state of materials • Conduct experiments to explore any changes in the physical state of a material. <hr/> <p style="text-align: center;">HASS (History & Geography)</p> <p><i>History: Families Past and Present</i></p> <p>In this unit of work students will be exploring past and present family life within the context of their own history. They will:</p> <ul style="list-style-type: none"> • investigate the differences in family structures and roles, and how these have changed or remained the same over time • identify differences and similarities between their daily lives when compared to the childhoods of their parents, grandparents and special older people • explore dates and changes that may have personal significance such as birthdays, and other family celebrations.
<p style="text-align: center;">SPECIALIST SUBJECTS</p> <p>Japanese (LOTE): Mrs Georgette Harrison 日本語：体です。 In Term 2 we have a reading focus in Japanese lessons and students will learn to read the parts of the body in hiragana and kanji, and sing Heads, Shoulders, Knees and Toes. がんばりましょう！</p> <p>Dance: Mrs Jacinta Kay Dance develops co-ordination and balance. Students will develop their ability to collaborate as they will be working individually, in pairs and as a groups. They will refine and rehearse this dance which will be performed at the school fete.</p> <p>Music: Miss Georgia Mannell Students will be developing their head voice for singing, while learning the difference between beat and rhythm through movement and symbols. Students will have the ability to experiment with different sounds through body and normal percussion.</p>	<p style="text-align: center;">HEALTH</p> <p style="text-align: center;"><i>We all Belong</i></p> <p>In this unit of work students will:</p> <ul style="list-style-type: none"> • Describe ways to include others so they feel like they belong • Identify and practise emotional responses that account for their own and others' feelings • Recognise similarities and differences in individuals and groups and explore how these are celebrated and respected. <hr/> <p style="text-align: center;">RELIGION</p> <p style="text-align: center;"><i>'Sacraments'</i></p> <p>By the end of term students will have a better understanding that the Sacraments are sacred actions of the Church. They will be able to identify that God is present in the celebration of the Sacraments of Baptism and Eucharist.</p> <p>They will recognise the words, actions and symbols of the Sacraments and develop an understanding of how the words, actions and symbols show that God is present and active in the world today.</p>	<p style="text-align: center;">SPECIALIST SUBJECTS</p> <p>PE/Drama: Mrs Alanna Shepherd This term in Physical Education, students will explore and develop the fundamental skills of running, jumping and throwing through participation in activities, games and movement challenges. They will discuss the body's reaction when participating in a variety of different athletic events.</p> <p>Digital Technologies: Mrs Leesa Keaton Year One students will be linking in with their HASS and comparing and contrasting the differences in time which will be displayed in an e-book using Book Creator. They will create and organise ideas and information using information systems independently and with others and share these with known people in safe online environments. (ACTDIP006)</p>

