

# Term 2 P/1 Curriculum Overview 2022

## Prep Mathematics:

### • Number and place value

Recall counting in ones forwards to 20 and backwards from 20 from different starting points.

Connect number names, numerals and quantities to 10.

Compare quantities using “more” “less” “same”, identify numbers before, after and between in counting sequences.

### • Patterns and algebra

Copy, continue and create patterns with objects and drawings.

### • Using units of measurement

Describe the features of a day and connect different parts of the day with familiar routines. Use the language of time to sequence events.

Recall the days of the week and name activities for particular days. eg. Wednesday is library borrowing.

### • Geometry

Name familiar 2D shapes and 3D objects and discuss their features.

### • Location and transformation

Follow and give directions using positional language.

### • Statistics and probability

Answer yes or no questions to collect information.

## Year 1 Mathematics:

### • Number and place value

Develop confidence with number sequences to and from 100. Skip count by tens, fives and twos.

Recognise, model, read, write and order numbers to 100. Locate these numbers on a number line. Count collections to 100 by partitioning numbers using place value.

Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.

Continue to work on recall of number facts – count ons, doubles, rainbow facts.

Recognise, describe and order Australian coins according to their value.

### • Patterns and algebra

Describe growing patterns, investigate and describe number patterns formed by skip counting

### • Geometry

Recognise, describe the features of and classify familiar 2D shapes and 3D objects.

## Physical Education

Ball Skills and Games – Students will focus on catching, throwing and working together as a team to learn a variety of ball and tabloid games culminating in our Junior Ball Games event.

Track Events – Students learn to sprint in lanes and shuttle relays culminating in the Track Athletics Carnival.

## Prep English:

Students will listen to and engage with a variety of rhyming texts. They will understand how to identify rhyming words and also how to express their opinions about familiar texts.

**Phonics:** continue work on knowledge of all upper and lower case letters and the most common sounds that they make. Using this knowledge to write simple words.

**Reading:** read decodable and predictable texts practising phrasing and fluency demonstrating comprehension of what they have read.

**Writing:** use familiar high frequency words and knowledge of letters and sounds, correct spacing and fullstops to write simple sentences.

### Assessment tasks:

1. Innovate on and write a simple rhyme to recite to classmates.

2. Communicate an opinion about a rhyming story and identify the use of rhyme.

## Year 1 English:

Students will listen to, read and interpret a range of texts to explore the language and text structures of procedures, understanding that a written procedure follows a certain format.

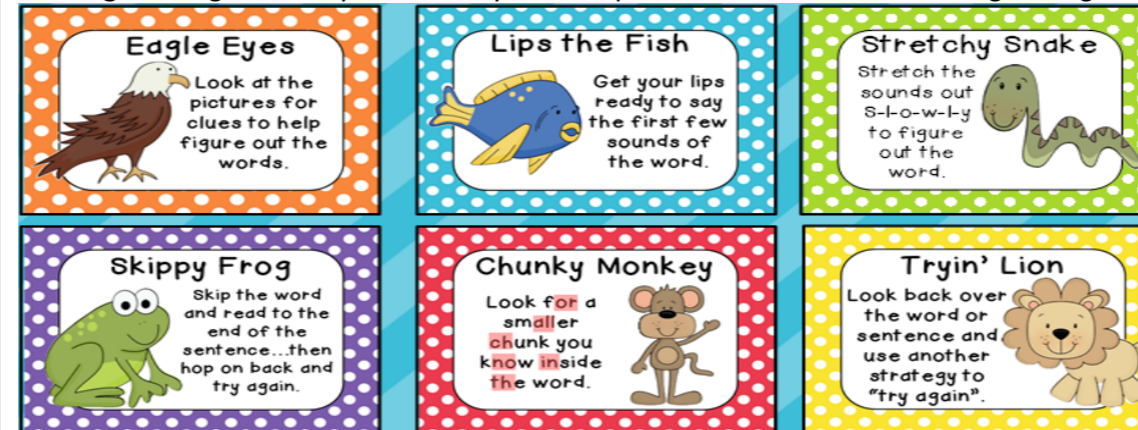
Students will listen to, read and comprehend different types of poetry identifying the language features and vocabulary used and recognising both literal and implied meaning.

**Punctuation:** Capital letters for starting sentences and names, spaces between words, full stops and exclamation marks.

**Grammar:** nouns, adjectives and verbs.

**Spelling:** weekly spelling at child’s level

**Reading:** reading accurately with fluency and comprehension. Use of the following strategies.



### Assessment tasks:

1. Students will create and write a procedure for a disgusting sandwich. This should include a title, a list of ingredients used and the steps in the method for making the sandwich in logical order.

2. Students will perform a reading of a rehearsed poem for their classmates.

## Health

Students participate in the *You Can Do It* program which helps to develop young children’s resilience, confidence, persistence, organisation and skills for getting along.

## Japanese:

**Year 1** - “A package from Japan” is our topic for Term One.

In this unit, students will look at the appropriate way we greet our friends opposed to our teachers or other adults and say each other’s names.

Students will also identify and name a range of items that are common in Japan.

## Science:

### Prep: Weather Watch

Students use their senses to observe the weather in their local environment and learn that we can record our observations using symbols. They will identify features of different weather types and reflect on the impact the weather can have on themselves, in particular, on clothing and activities. Students also learn about the impact of daily and seasonal changes on plants and animals.

### Year 1: Changes all around

Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes. and how they affect everyday life.

## Humanities and Social Sciences

Prep Students investigate the places they live in and belong to. They understand that places vary and people have different views about the use of places. They observe and describe the features of their own place and investigate the meaning of belonging to a place. Students think about what makes a place special and how and why special places need to be taken care of. Yr 1 Students learn about the natural, managed and constructed features of places. They observe, identify and describe these features within their school and at a local level. They recount Dreamtime Stories of the Aboriginal and Torres Strait Islander Peoples and identify the natural features. Students describe the features of a local park and investigate how parks are cared for.

## Music

**Prep:** Students will develop listening skills by exploring their singing voices by participating in songs, rhymes and games. They will practise feeling and responding to the steady beat in music. Students will explore the subdivision of beat into simple rhythmic units, including the rhythm of their own names. They explore repetition and difference in musical form and represent this it using movement.

**Yr 1:** Students will use their singing voices to match pitch and to practise the pitch relationships of ‘so’ and ‘mi’ (a ‘minor third’). They will differentiate between ‘walking’ and ‘skipping’ rhythms and respond to these with gross motor movement. Students will use symbols and words to describe comparative elements of music (such as high, low, fast, slow) as well as knew and familiar pitch/rhythm elements. They will create, notate and perform short rhythmic and melodic phrases of their own.

## Digital Technology:

**Prep:** Students recognise and explore patterns in data and represent data as pictures and/or symbols using the software Tuxpaint.

**Yr 1:** Students recognise and explore patterns in data and represent data as pictures, symbols and diagrams using the software Microsoft Word.