

# Term Two Overview

## YEAR ONE 2017



# English



**Reading:** This term in reading, the students will learn to:

- Read simple-structured narrative texts.
- Recall information and ideas of the text read.
- Use phonic knowledge, illustrations and context to predict unfamiliar words.
- Retell events of a story in a sequence.
- Participate in discussions about the content of the text.

**Writing:** This term the children will learn to:

- Write events in sequence.
- Write short imaginative and informational texts.
- Use capital letters for names and sentence beginnings.
- Use lower case and upper case letters appropriately in their writing.
- Know the letter names and letter sounds.
- Develop a fluent segmenting of consonant, vowel, and consonant (CVC) and CCVC words.
- Spell a bank of Sight Words correctly in their daily writing.
- Write words using sound-letter knowledge independently.

**Speaking & Listening:** This term the children will learn to:

- Follow spoken instructions
- Develop strategies for cooperative learning, including, asking and responding to questions and making group decisions.
- Participates in class discussions using familiar vocabulary.
- Speaks clearly and audibly for their audience.

### SPELLING/PHONICS

This term, our spelling programme will continue to build children's recall of sight words and phonic knowledge. We begin with introducing short vowel families before moving onto initial and final blends. The blends which will be covered are: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, pr, tr, sc, sk, sm, sn, sp, st, sw and tw.

### GRAMMAR

#### Nouns

- Explore differences in words that represent people, places and things (including pronouns)
- Singular and plural and other morphemes.

#### Adjective

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- Compare and contrast patterns; degrees of comparison e.g. Big, Bigger, Biggest.

#### Verb

- Doing word
- Modal verbs used for instruction and feelings.

#### Adverbs

- Including details such as when, where and how

#### Punctuation

- Use upper and lower case appropriately
- Capital letters, full stop and question mark in sentence structure.

# Mathematics



## NUMBER AND ALGEBRA

- Develop confidence with number sequences to and from 100 by ones from any starting point.
- Recognise, model, read, write and order numbers to at least 100.
- Count collections to 100 by partitioning numbers using place value.
- Investigate and describe number patterns formed by skip-counting and patterns with objects

## MEASUREMENT AND GEOMETRY

- Measure and compare the lengths and capacities of pairs of objects using uniform informal units.
- Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features.

## ADDRESSING THE FOUR PROFICIENCY STRANDS IN YEAR ONE...

**Understanding** includes connecting names, numerals and quantities, and partitioning numbers in various ways

**Fluency** includes readily counting numbers in sequences forwards and backwards, locating numbers on a line and naming the days of the week

**Problem-solving** includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer

**Reasoning** includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data and explaining patterns that have been created.

# Science

## **Schoolyard Safari: Biological sciences**

The children will be looking at how we share our wonderful planet with many other animals.

Children will be learning, explore and observe the features and behaviours of small animals at home and at school. Through investigating the external features of small animals and how they move, feed and protect themselves, students learn about the needs of living things and the biodiversity of the schoolyard.

# History

## **Past and Present**

Students learn how some aspects of daily life have changed over recent times while others have remained the same. They describe personal and family events that have significance. Students sequence events in order, using everyday terms about the passing of time.

# Health

## **Drug Education**

Children will learn about common medicines and hazardous substances that can be found in and around the home. We focus on rules for the use of medicines and hazardous substances and how to store these items safely. Children will also be involved in role plays where they are able to identify and respond to unsafe situations around medicine.

# Religion

## Wonderful World

We will explore creation; discover such aspects as light and colour, which lead us to wonder at the gift of creation. Among the different we can discover and celebrate about God, one is that God is the Creator of all.

Jesus wants his followers to appreciate and care for creation.

## Growing and Changing

We will discover that many things in our lives grow and change, because God has created them with the gift of life. Jesus also, grew and changed. Jesus wants his followers to use the gift of life in loving ways as they grow and change.

## Just Imagine

One of the special gifts that help us learn is our imagination. Students will wonder about their own.

Students will experience enjoyment and excitement, looking at new things, thinking of new ideas or creating wonderful pictures.

The students will reflect and celebrate their gift of imagination.

# Design and Technology

This term, design and technology will be integrated through Numeracy and Literacy, where children will be guided through design processes. They will investigate characteristics and behaviours of individual materials used in products and create solutions by exploring opportunities for design.

Students will develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps.

When producing designs, students will use components and equipment to safely make solutions. After design completion, students will express their personal preferences to evaluate the success of the design processes.

# Thinking Skills

Thinking skills are explicitly taught throughout the school by using 'thinking hats'. This Term, children will be introduced to:

- Feelings (Red) – identifying and expressing feelings and emotions
- Positives (Yellow) – identifying positives and benefits
- Negatives (Black) – identifying problems and barriers.