**Year 1/2 Room 11 Curriculum Summary Term 3 2021 - White Gum Valley Primary School**

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| **English -**  **Kate MacKinnon** | **Phonics/Reading/Viewing - Year 1 and 2**  Letters and Sound is the continued approach with phonics. With the majority of the students working within Phases 5 and 6.  **Reading**  During Guided Reading there will be a focus on consolidating the following comprehension strategies; visualising, predicting, inferring and questioning.  We will be reading a wide range of fiction and non-fiction in class to support the application of fluency and comprehension.  **Writing**  Students will be developing their writing skills in poetry in weeks 1-2, with a rhythm and rhyming focus. We will continue with information report writing for the remainder of term using Talk 4 Writing strategies with a focus on Countries, Our model text will be about Japan to link in with our Asian connections. From recalling an information report about Japan students will investigate the text structure and language features of information reports. They will then imitate and innovate their own information report about a made up country.  **Speaking and Listening**  The learning of these skills will be integrated into HASS, with structured and planned topic talks. Students will present on a fortnightly basis on the timetabled topic. | |
| **Numeracy –**  **Kate MacKinnon and Cathy Henderson** | **Year 1**  **Number and Algebra**   * Skills Practice: Times Tables, skip counting and Mental Maths * Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts * 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 * Recognise and describe one-half as one of two equal parts of a whole. * Recognise, describe and order Australian coins according to their value   **Measurement and Geometry**   * Measure and compare the capacities of pairs of objects using uniform informal units   **Statistics and Probability**   * Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’ * Create displays of data using lists, table and picture graphs and interpret them | **Year 2**  **Number and Algebra**   * Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. * Recognise, model, represent and order numbers to at least 1000 * Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting * Explore the connection between addition and subtraction * Recognise and represent multiplication as repeated addition, groups and arrays * Recognise and represent division as grouping into equal sets and solve simple problems using these representations   **Measurement and Geometry**   * Measure and compare the capacities of pairs of objects using uniform informal units   **Statistics and Probability**   * Identify practical activities and everyday events that involve chance. Describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’ * Create displays of data using lists, table and picture graphs and interpret them |
| **HASS**  **Kate MacKinnon** | **In HASS this term, we will be studying History to fit in with our 120th year celebration at WGV**  **Year 1 – Family Life**  Students will investigate the differences in family structures and roles today and how these have changed or remained the same over time. Students will have the opportunity to pose questions, analyse sources and communicate their thoughts and findings. They will investigate changes and continuities in family life and identify similarities and differences between their family and others.  **Key Inquiry Question**  How has family life changed or remained the same over time?  How can we show that the present is different from or similar to the past?  **Year 2- Learning About the Past**  In this unit students discover how they can use artefacts and sources to learn about the past. They have the opportunity to explore significant people, buildings, sites and natural environments in their local area and think about what stories their own community can tell from the past.  **Key Inquiry Question**  What aspects of the past can we see today and what do they tell us? | |
| **Science**  **Beth Palmer** | **In Science this term, we will be studying Physical Sciences**   * investigating how Light and Sound are produced by a range of sources and how they can be sensed | |
| **Health –**  **Cathy Henderson** | Through the **Friendly Schools Plus** program, students will learn to develop their Self-Awareness and Self-Management skills. Students have the option of viewing the movie *Inside Out* (PG) to support our learning of the Zones of Regulation. | |
| **Specialist Subjects** | PE, Italian, Music and Art will also send through their own Curriculum Summaries and can be accessed on the school website. | |

**PG Film Ratings**

The *Australian Classification Board* defines a PG film as one with **Parental guidance recommended** – “A film that contains material that young children may find confusing or upsetting”, and “may require parental supervision”. The content is described as being mild in impact. PG films being viewed will be deemed as appropriate based on their relevance to the school context, their relevance to the student's age and at times their relevance to the current learning of the students. Furthermore, the viewing of films can provide an opportunity for students to explore film genre, visual conventions, underlying messages and educational topics, therefore leaving room for excellent discussions and learning experiences. On Learning Grids we will write PG next to movies and television shows that are PG. It will be up to parent/carer discretion to whether you allow your child to participate in these activities.