



Year 1 - 2024 Term 2 Overview

Hello and welcome to Term 2!

A variety of engaging experiences have been planned for this term, including Life Education, National Simultaneous Storytime and an excursion to the MCG! Our main focus will be our Integrated Studies unit on Health. The students will participate in a Life Education program, learning about how exercise and healthy eating help our bodies to stay healthy. The program will include an onsite lesson, led by Life Education staff, and a visit from Healthy Harold (Life Education mascot) at a special whole school assembly.



The students will continue participating in our cyber safety program, 'Inform and Empower'. This digital safety and wellbeing program will include a live-streamed excursion focusing on healthy digital habits, including balancing 'screen' and 'green' time and putting down the tech. Follow-up lessons will occur throughout the term to support this important program and our students' learning.

Throughout the term, the students will continue to be supported through a variety of engaging, purposeful learning experiences that build upon their understanding of the 'Habits of Mind', a set of 16 dispositions or



thinking behaviours that are desirable attributes for learning, and a Growth Mindset, allowing the students to view any mistakes as potential learning opportunities. This term the students will be focusing on the Habits of Mind, '*Listening with Understanding and Empathy*' and '*Gathering Data Through the Senses*'. The Four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will continue to be taught explicitly in and through all learning areas. Through relevant, purposeful and age-

appropriate learning experiences, the students will be given opportunities to collaborate, be creative, think critically and communicate effectively. The students will also continue to be supported to uphold the School Values, 'I am a learner', 'I am a friend' and 'I am respectful', which are complemented by the key principles of 'The Resilience Project', Gratitude, Empathy/Kindness and Mindfulness (GEM).

I look forward to a fabulous term!

RELIGION

Daily prayer, regular Christian meditation led by the students and liturgical celebrations are integral parts of our Religious Education program.

Jesus

The students will grow in understanding that:

- Jesus loves each of us in a special and unique way
- Jesus shows us God's love and how we can care for others through love, honesty and respect
- helping and sharing with others are ways we can be like Jesus.



Baptism

The students will grow in understanding that:

- we become part of God's family at Baptism
- Baptism celebrates our life with God, Jesus and the Holy Spirit.



INTEGRATED STUDIES

Ready, Steady, Go!

The students will:

- participate in a Life Education incursion
- learn about how exercise and healthy eating helps their bodies to stay healthy
 - identify and locate their heart, lungs, brain and muscles
 - explain some ways they can keep themselves safe when they are exercising
 - classify 'everyday' and 'sometimes' foods
 - explain why exercise and eating 'everyday foods' are important for their health
 - describe thoughts and feelings they may have in new or scary situations and identify how they can help themselves with positive thoughts
 - take part in Harold's Healthy Challenge.



MATHEMATICS

Developing 'number sense' is an essential component of learning in Mathematics, and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include:

- skip counting forwards and backwards by tens, using a variety of numbers as a starting point, e.g. 10, 20, 30...; 3, 13, 23...
- doubles and halves number facts
- purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 1 students, *understanding* would include knowing there are many ways to solve a problem; *fluency* would include counting numbers in sequences, both forwards and backwards; *problem-solving* would consist of choosing efficient strategies to solve problems; and *reasoning* would include discussing why particular strategies are selected to solve a problem.

The following topics will be covered this term through a variety of whole class, small group, partner and independent learning activities:

Number

Counting

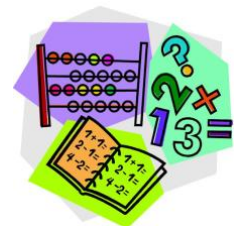
The students will continue to:

- count by 1s, to and from 100 and beyond, from any starting point
- skip count by 2s, 5s and 10s starting from zero
- partition numbers to represent numbers in different ways, e.g. $5 = 4 + 1$, $2 + 3$ etc.
- consolidate the ability to automatically recognise the number of objects in a small group (subitising).

Place Value

The students will:

- recognise, model, read, write and order numbers to at least 100 (and beyond)
- locate these numbers on a number line
- count collections to at least 100 and beyond
- partition numbers using place value (e.g. $53 = 5$ tens, 3 ones).



Addition and Subtraction

The students will continue to develop a range of mental and written strategies to solve addition and subtraction problems.

Addition

The students will continue to:

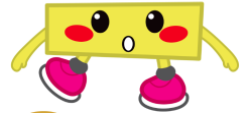
- combine two or more groups/objects to make a total number
- recognise that the order in which two numbers appear does not affect the total e.g. $2+3=5$, $3+2=5$
- identify that numbers with algorithms can be purposefully grouped and 'broken up' to assist in solving problems, e.g. $12 + 7 \Rightarrow$ add the ones: $2 + 7 = 9$, then add on the tens: $10 + 9 = 19$
- practise addition strategies to assist with solving problems, e.g. count all, count on, number facts including tens facts, doubles, near doubles, etc.



Subtraction

The students will:

- understand that there is a relationship between the processes of addition and subtraction
- practise taking away a quantity from a collection to find out how much is left
- compare two quantities to find the difference
- explore how taking zero away from a collection means that the quantity stays the same
- practise subtraction strategies such as counting back and counting up to.



Measurement and Geometry

Time

The students will:

- describe durations of time using hours, days, weeks and months.

Length, Capacity

The students will:

- measure and compare the capacity of pairs of objects using informal units
- measure the capacity of containers using uniform materials, for example, cups or buckets
- compare and order shapes and objects based on length, using appropriate uniform informal units, such as icypole sticks or blocks
- understand that in order to compare objects, the unit of measurement must be the same size.

ENGLISH

Reading

The students will continue to read, discuss and explore a range of texts to further enhance their literacy skills. Learning tasks will focus on reading fluency, comprehension and vocabulary development skills, and the strategies that help the students to become effective readers.

The students will:

- build phonics and word knowledge
- blend and segment words
- read high-frequency words
- predict story elements
- use prior knowledge to make connections and predictions about the story
- build comprehension strategies to identify the literal meanings of texts
- locate information directly in a text or visual image
- explore simple inferential (not directly stated) meanings in texts.



Writing

Through modelled, shared, guided and independent writing activities, the students will:

- tell personal stories and respond to literature and shared experiences through drawing and writing
- use hands-on learning experiences as a springboard for writing
- use their growing knowledge of letter sounds, including blends, to write words to form sentences
- express their ideas in simple sentences and short texts, incorporating appropriate punctuation, such as capital letters and full stops.



Handwriting

The students will:

- practise the correct formation of the letters and the placement of lower and upper case letters on dotted third lines
- use the correct pencil grip and writing posture.

Word Study

The students' spelling knowledge will be developed in order to assist them in becoming independent and successful spellers. Each week, the students will focus on a sound and the letter/s that make that sound, and explore words containing the sound. The sound will be reinforced in learning activities throughout the week, including breaking the words into sounds, exploring word meanings and writing sentences. This term the students will continue to focus on consonant and vowel sounds, including long and short vowel sounds, blends (e.g. *st*, *bl*) and digraphs (e.g. *ay*, *ey*, *ai*).

Grammar & Punctuation

Each week, the students will investigate an area of grammar or punctuation and then seek to include it in their own writing. This term, the students will explore:

- verbs
- adjectives
- ending punctuation, e.g. '.', '?', '!'.

Speaking and Listening

The students will participate in various formal and informal learning experiences to continue developing their oral communication skills.



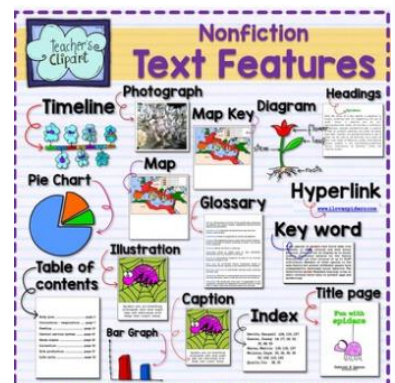
The students will:

- contribute ideas, information and questions in pair, group and class discussions
- engage in discussions using active listening behaviours such as making eye contact and taking turns
- speak clearly, using appropriate volume and pace
- participate in 'Show and Tell' sessions once a week, where the students will speak to the class about a particular topic and use pictures, photos and/or items brought from home to support the topic they will be discussing.

LIBRARY

Learning in the library this term will focus on the non-fiction section of the library. Students will develop information literacy skills and understand how to use non-fiction text features to locate information. Non-fiction text features include the table of contents, index, glossary, headings, bold words, sidebars, pictures and their captions, and labelled diagrams.

Library borrowing day is Friday - students require their library bag to borrow.



SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly throughout the term.



The topics that will be covered this term are:

- 'Encouraging': identifying how we can help others
- 'Helpful Superhero': realising we can make a difference to others
- 'Belly Breathing': learning to be mindful through belly breathing
- 'More Mindfulness': recognising that yoga can help us to be mindful
- 'No You Can't Play': communicating our feelings nicely to others.

DIGITAL TECHNOLOGIES

As part of Digital Technology lessons, the students will continue participating in the 'Inform and Empower' program. The focus this term is on balancing screen time, healthy digital habits and putting down the tech.



The students will:

- explore how to balance screen time with green time
- use songs and movements to transition from screen time
- use the iPads and apps at school appropriately and responsibly.

Blue-Bots

The students will continue to learn about safe ways to use common digital hardware, such as iPads, and program Blue-Bot robots (coding).

The students will:

- compose and follow clear, simple, step-by-step instructions, such as following a path around the classroom, moving from one space to another etc.
- write and enter a simple set of instructions on the Blue-Bot robots to program them to follow specific pathways.



Meaghan A'Hearn

VISUAL ARTS

The students will:

- use a variety of horizontal and vertical lines to create simple patterns
- fill in spaces with patterns
- create a contour drawing using patterns
- respond to visual artworks by describing ideas.



Tilla Ricci

HOME READING

The students are expected to read every night. They will be responsible for changing their take-home books on Monday, Wednesday and Friday mornings, however, students are welcome to do so more often, should they wish. Please ensure that students bring their book bag whenever they change their books. The students have Reading Diaries which are used to record the titles of books they have read. Parents are encouraged to listen to and read with their child and sign the diary each night.



ITALIAN

I Giocattoli (toy maker):

This term, the students will learn about adjectives to describe size, colour and texture. They will work towards being able to describe a toy from home through a show-and-tell experience.

The students will also continue to revise their understanding of numbers to 20 and beyond; as well as express how they are feeling.

During the term, the students will also prepare for and participate in Italian Day where they will deepen their understanding of Italian culture and art.

Signora Merola



PERFORMING ARTS

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills.

The students will:

- experience pitch and melody (getting higher and getting lower) in music through singing and playing instruments
- play along to music using percussion instruments to practise rhythm, listening, ensemble and performance skills
- explore tuned percussion through a collection of songs that have simple tuned percussion parts
- participate in Drama activities based on the topic of 'Me and My Family'.



Karil Torcasio

PHYSICAL EDUCATION

This term, students will focus on consolidating the essential fundamental motor skills of catching through a series of games and sports.



The games and sports will be introduced as a mix of major and minor activities designed to challenge the students while ensuring they remain accessible and enjoyable for all ability levels. Through these games, students will practise and consolidate their hand-eye co-ordination.

Coach Bruno

SCIENCE

The focus this term is on Biological Sciences.

The students will:

- compare what living and non-living things can and cannot do
- understand that living things grow, change and reproduce
- describe the patterns of growth and change in living things.

Janelle Baldwin



REMINDERS

Mondays:

- Assembly
- Visual Art - art smock required

Tuesdays:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesdays:

- Classroom Sport - sport uniform to be worn

Thursdays:

- Huff N Puff 8.55-9.05am
- Science

Fridays:

- Library - library bags are required for borrowing
- Digital Technology

Sport uniform to be worn on Tuesdays and Wednesdays.

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact me anytime during the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.