



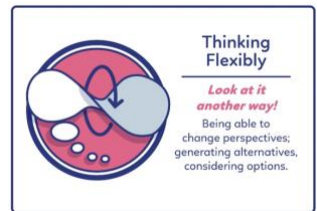
## Year 1 - 2025 Term 2 Overview



Hello and welcome back for Term Two. A variety of engaging experiences have been planned for this term, including National Simultaneous Storytime and our annual SRC movie afternoon. As part of our Integrated Unit, 'Our Island Home', the students will also participate in an excursion to the Melbourne Museum.

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

The students will be further developing the many attributes that contribute to becoming successful lifelong learners. The Habits of Mind, an identified set of 16 problem-solving, life-related skills, and the learning dispositions leading to a Growth Mindset, will be the frameworks used to promote deep thinking in a flexible, creative and critical manner, in turn helping students successfully approach problems and challenges in the classroom and everyday life. This term, through deliberate practice and focused attention, we will be focusing on the Habits of Mind, 'Applying Past Knowledge to New Situations' and 'Thinking Flexibly'.

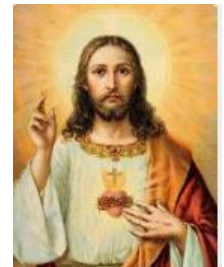


### RELIGION

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

The learning units that will be explored this term are:

- *Rituals and Customs*
- *Learning About Prayer*



### INTEGRATED TOPIC

#### **Our Island Home**

The students will:

- identify some natural features in our local area
- identify some constructed features in our local area
- explore how Aboriginal Dreaming stories help us to understand being connected to land
- use photographs to compare places from the past and now.

### MATHEMATICS

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

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.

Alongside this, each Maths session will include a 'Daily Review'. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered, methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory, and 'recall' them in their working memory. Research into the Science of Learning shows that this methodology strengthens the neural connections in long-term memory, thereby aiding 'remembering' and reducing 'forgetting'.

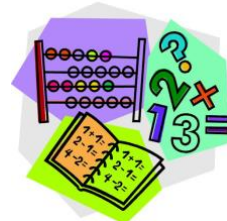
The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 1 students, *understanding* would include knowing there are many ways to solve a problem; *fluency* would include counting numbers in sequences, both forwards and 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:

## Number

### Counting and Place Value

- recognise, model, read, write and order numbers to 99 and beyond; locate these numbers on a number line
- count collections to 99 and beyond by partitioning numbers using place value.



### Addition and Subtraction

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

## Measurement

### Ordering - length, mass, capacity

- measure and compare the lengths of pairs of objects using uniform informal units
- measure and compare the capacities of pairs of objects using uniform informal units
- compare and order several objects based on volume and capacity using appropriate uniform informal units.



### Time - duration sequence

- name and order months and seasons
- use a calendar to identify the date and determine the number of days in each month.

## ENGLISH

The English language is comprised of 44 phonemes - the units of sounds that make up words. These phonemes are represented in writing by symbols known as graphemes - the letter or group of letters that represent each sound unit that we read or write. This year, we will be further developing our whole school phonics approach to reading, spelling and writing through the implementation of, '*Little Learners Love Literacy*' learning and teaching program in Year 1

The '*Little Learners*' program focuses on phonemic awareness (the ability to notice and work with the individual sounds - phonemes - that combine to form spoken words), the alphabetic code (phonics), vocabulary and the explicit linking of reading, spelling and writing.

## Reading

The students will focus on the phonemes 'ar', 'or', 'aw', 'ir', 'ur', 'er', 'air', 'oo', 'le', 'ow' and 'ou' this term through a variety of learning activities, such as:

- blending (encoding) sounds into words, e.g. /s/ /a/ /t/ = sat
- segmenting (decoding) words into sounds, e.g. pit = /p/ /i/ /t/
- deleting and playing with the sounds in spoken words - changing the onset and rime - to make new words, e.g. /h/ + at, /m/ + at, /p/ + at, /c/ + at etc.
- practicing high frequency 'sight' words such as, 'I', 'the', 'my'
- exploring 'er' suffix.

The students will also continue revising Term 1 phonemes, consonant sounds and short vowel sounds.

## Writing

Using the phonemes 'ar', 'or', 'aw', 'ir', 'ur', 'er', 'air', 'oo', 'le', 'ow' and 'ou', the students will practice writing and identifying the graphemes that represent them, and spelling through learning activities such as:

- blending (encoding) sounds into written words, e.g. /s/ /a/ /t/ = sat
- practising high-frequency 'sight' words such as, 'I', 'the', 'my'.

The students will:

- plan before writing by using strategies such as drawing, writing keywords, sharing with a partner
- use learning experiences and texts as a springboard for writing
- use their increasing knowledge of phonemes 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.



Each week a mentor text is used to guide and support the writing and reading program. Mentor texts are anchor texts that are used as examples for students, modelling genres of writing, grammatical skills, conventions of writing, and other writing skills. They may include short stories, picture-story books, novels, poems etc. These texts provide students with examples of the standard or skill they are working on, providing authentic, real-world examples for the students to model their learning on.

### *Language Conventions (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
- pronouns
- adjectives
- ending punctuation, e.g. '.', '?', '!'.
- identify compound sentences and use conjunctions 'and', 'but' and 'because'
- identify sentence types: statement, command, question and exclamation.

These will be explored as part of the Little Learners Love Literacy Program as well as throughout the overall English program.

### *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.

## Speaking & 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 borrowing day is Thursday.**

## HOME READING

The students are expected to read every night. Readers will go out on a Monday and are to be returned on Friday. Please ensure that students bring their book bag on Mondays and Fridays. 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.

## **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.

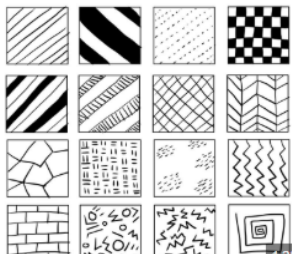


## **Blue-Bots**

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.



## **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

## **ITALIAN**

This term, the students will be introduced to the names of common fruits, and phrases to express which fruits they like and which they don't. The students will also be able to describe fruits as healthy or delicious. They will participate in a variety of songs, games and other activities to build their confidence in using the key words and phrases. The students will have opportunities to develop their listening, speaking, reading and writing skills through a story about animals ordering juice at a juice bar.



Signora Lauren

## **PHYSICAL EDUCATION**

The students will continue to develop their Physical Education skills by engaging in a range of activities that consolidate their catching abilities and introduce them to the fundamental skill of overhand throw. The students will:

- consolidate catching skills by practising with different objects (e.g. small balls, bean bags) at varying speeds and heights
- practice the correct technique for an overhand throw, focusing on grip, arm motion, stepping forward, and follow-through
- participate in throwing and catching drills to improve accuracy, control, and reaction time.

Coach Bruno

## **PERFORMING ARTS**

The students will continue to explore the Performing Arts by engaging in a range of activities that will provide them with opportunities to develop their skills in music and drama as well as their creative expression, communication and collaboration skills. The students will:

- learn about beat, rhythm, pitch and melody in music through singing and playing instruments
- learn basic body percussion to practise rhythm, listening, ensemble and performance skills
- learn songs and music games in order to practise singing in pitch
- participate in Drama activities based on a unit of work called 'Drama about Place'.



Karil Torcasio

## **SCIENCE**

The focus this term is on Biological Sciences.

The students will:

- name some of the external features of living things
- name the basic needs of some living things, including food, water and shelter
- identify ways that the habitats of living things provide for their basic needs.



Janelle Baldwin

## **REMINDERS**

### **Monday:**

- Digital Technology
- Assembly 2:45pm - see school calendar for dates

### **Tuesday:**

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

### **Wednesday:**

- Classroom Sport - sport uniform to be worn

### **Thursday:**

- Science
- Library - library bags are required for borrowing

### **Friday:**

- Visual Art - art smocks are required

Show and Tell everyday, please refer to hand out for your child's day.

## **CLASSROOM TEACHER CONTACT INFORMATION:**

Please do not hesitate to contact me anytime throughout 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.

**IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES**

<b><u>Date</u></b>	<b><u>Activity</u></b>	<b><u>Time</u></b>	<b><u>Place</u></b>
May 5	Whole School Assembly	2.45pm	MIPS Hall
May 7	Mother's Day stall		MIPS Hall
May 8	Basketball Program Session #1	Class sessions	MIPS
May 11	Happy Mother's Day!		
May 12	Year Prep 2026 interviews		
May 14	Year Prep 2026 interviews		
May 15	Basketball Program Session #2	Class sessions	MIPS
May 19	Whole School Assembly	2.45pm	MIPS Hall
May 21	National Simultaneous Storytime	12pm	MIPS Classrooms
May 22	Basketball Program Session #3	Class sessions	MIPS
May 26	Whole School Assembly	2.45pm	MIPS Hall
May 28	Year 1&2 Excursion to Melbourne Museum	All day	Melbourne Museum
May 29	Basketball Program Session #4	Class sessions	MIPS
June 2	Whole School Assembly	2.45pm	MIPS Hall
June 9	King's Birthday Public Holiday - no school		
June 11	Year 1 and Year 2 class mass	9.15am	M.I. Church
June 12	SAC Meeting	7pm	Board room
June 16	Whole School Assembly	2.45pm	MIPS Hall
June 20	PA Trivia Night	TBA	
June 23	Whole School Assembly	2.45pm	MIPS Hall
June 24	School Photos	Morning	
June 27	Semester 1 Reports sent home		
June 28	Sacrament of First Communion	5.30pm	M.I. Church
June 29	Sacrament of First Communion	10am	M.I. Church
June 30	Whole School Assembly	2.45pm	MIPS Hall
July 1	Parent/Teacher Conferences - Students dismissed 1pm	1.30-8pm	Classrooms
July 2	SRC Movie Afternoon	1.30pm	Classrooms
July 2	Parent/Teacher Conferences	4-6pm	Classrooms
July 4	End of Term 2 - Students dismissed 1pm	1pm	