

YEAR 1/2 OVERVIEW – TERM 3, 2017

Dear Parents,
Every term, each teaching team distributes an overview of the curriculum that will be covered during that term. I trust that you will find this comprehensive information useful.

Debra Starpins
Principal



CLASSROOM OVERVIEWS

ENGLISH

In Term 3, students will explore the structures and features of narrative and explanation texts. When reading narratives, students will analyse characters and settings by identifying how authors use adjectives to create a visual image. Explanation texts that focus on simple machines and how things work will be explored in conjunction with our Inquiry unit titled 'Toy Science'. When reading aloud, emphasis will be placed on maintaining fluency – reading at a good rate with intonation, phrasing, pausing and appropriate stress on words. Over the term, the comprehension strategies of visualising and making connections will be the main focus.

This term, the VCOP characters Connie Connective and Ollie Opener will be introduced and students will be taught how to use these elements in their writing. They will identify and use powerful sentences openers and use connectives to join simple sentences. Later in the term, all students will receive 'talk homework' in which they will bring home a teacher-selected topic to talk with their family about in order to write about it the next day at school.

Spelling investigations will focus on adding suffixes to words to indicate tense, as well as syllables, which will develop understanding of the sounds in words. Grammar and punctuation embedded in literacy lessons will support understanding of how to use these features correctly to support meaning. There will be a strong emphasis on editing and proof-reading and students will explore dictionaries and be shown how to find the spelling of unknown words. There will be opportunity to use a variety of iPad applications to publish written work, including the use of Book Creator, Pic Collage and Explain Everything.

MATHEMATICS

In the area of Number, students will continue to develop their understanding of place value. They will learn how to represent and solve simple multiplication and division problems by exploring a variety of strategies. Students will learn about the value of Australian coins and notes and will order them according to their value. They will use coins to skip count, make a set amount and will practise using money to simulate real-life situations. In the area of Measurement and Geometry, students will compare and order shapes and objects based on length and area using appropriate uniform informal units. Students will learn about flips, quarter turns and lines of symmetry and will investigate the effect of one step slides and flips on shapes and objects. They will estimate and measure the mass of various objects and compare them using appropriate informal units, including hefting. When learning about chance, students will identify outcomes of familiar events and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'.

INQUIRY LEARNING – Toy Science

In this Inquiry unit, students will investigate how toys operate. They will investigate how toys move, including the forces and simple machines involved. Students will also investigate how electronic toys operate, including how they produce light and sound. Students will identify how certain physical materials allow toys to operate in a specific way, for example, bouncing or floating. Students will look at toys from the past and compare them to toys of the present. They will participate in hands on experiments to investigate the simple machines used in toys. As part of their Rich Task, students design a toy that would be used by children aged under 10 by applying their understanding of forces and simple machines within their design. They build their design using a variety of classroom materials. Students will participate in an incursion where they will study, design and make their own toys. They will investigate materials, purpose, sound, marketing and how the toys work.

CLASSROOM PHYSICAL EDUCATION

In addition to the weekly Physical Education lesson provided by the specialist P.E. teacher, class teachers will also provide students with an additional one-hour lesson of sport each week. The activities during these sessions will focus on teaching the fundamental ball skills of overarm and underarm throws, bouncing, kicking and catching. Students will learn these skills through actively participating in a variety of drills, activities and games. Lessons will teach skills and aim to encourage students to have fun and promote the benefits of regular physical activity.

INFORMATION AND COMMUNICATION TECHNOLOGIES

Information and communication technologies will be incorporated into all aspects of the curriculum. Students will develop their ability to use iPad applications such as iBooks and iMovie to publish their work and create movies to showcase their learning. They will continue to develop their research skills by using the Internet to research particular topics. Students will be shown how to locate specific information and how to determine the reliability of this information.

LIBRARY

During weekly Library sessions, students will have the opportunity to explore and borrow a variety of texts in order to continue to develop a love of books, reading and libraries. For the term's author study, students will be exposed to a range of texts written by Aaron Blabey. Students will learn about Aaron Blabey's writing style and discuss the special features of each of his books. Students will be encouraged to borrow a variety of texts suited to their ability and for the purpose of enjoyment, interest and research related to classroom topics.

HOMEWORK

Students are expected to participate in the daily home reading program. Students are encouraged to read their text with an adult, have their 'Home Reading' record book signed and returned in their reading bag to school each day. Students can use the Mathletics website to practice skills and concepts covered in the classroom. All students have received their username and password for this site.

DIRECT EXPERIENCE

Hands On Science Direct Experience

Approximately \$12.50 per student

Year 1/2 students will participate in a direct experience called 'Science and Technology of Toys' run by Hands On Science. Students will study, design and make their own toys. They will investigate materials, purpose, sound, marketing and how the toys work.

RESILIENCE, RIGHTS and RESPECTFUL RELATIONSHIPS

The aims of the Strathmore Resilience, Rights and Respectful Relationships Program for this term are to:

Assist students to:

- Explain how emotional responses influence behaviour
- Explain the influence of emotions on behaviour, learning and relationships
- Analyse factors that influence their ability to regulate emotions.

During Term 3 students will be immersed in activities and discussions at a whole school and classroom level pertaining to Emotional Literacy. The students will explore:

- Seeking Help
- Gender Identity
- Positive Gender Relations
- Emotional Literacy
- Personal Strengths

SPECIALIST OVERVIEWS

ART

During Term 3 the students will participate in a Threads and Textiles and Painting unit. The main focus of these sessions will be continued skill development and exploration of language, tools and materials. In Threads and Textiles, students will learn that fabric has a warp and a weft thread. They will practise the skills of threading yarns on needles, tying knots, making tassels and complete some group projects demonstrating weaving skills. In Painting the students will be visiting the colour wheel and specifically mix secondary colours from the primary colours. Students will be encouraged to experiment with a range of brushes to create textural effects. They will be encouraged to use their imagination and understand that paint colours can be related to emotions. This term the students will also have the opportunity to enter their artwork in an Italian Poster Competition. They will complete a collage or drawing artwork – ‘The Hot Air Balloon’ and some Italian vocabulary will be added to the poster.

ITALIAN LANGUAGE

The Year 1/2s will engage in activities based on the unit ‘Toys’. They will learn vocabulary in relation to toys such as ‘il pallone’ (the ball), la bambola (the doll) and ‘la corda’ (the skipping rope). Students will learn about some traditional Italian games such as ‘tombola’ (bingo) and ‘scopa’ (an Italian card game). They will learn to use the phrase ‘mi piace giocare con...’ (‘I like to play with...’) as well as learn to describe their chosen toy using simple language. Students will also have the opportunity to participate in simple role-plays and learn a poem about toys where they will be encouraged to use correct pronunciation and intonation. They will listen to a text where they will learn to describe a little red car and identify the famous places it visits, such as the Leaning Tower of Pisa. Grade One and Two students will learn the term ‘la mongolfiera’ (the hot air balloon) as they will work on a poster featuring a hot air balloon and use words in Italian to describe it.

MUSIC

The Music Program for Term 3 will incorporate dance, singing, literature and art elements. Students will listen to *Peter and the Wolf* and watch a performance by the Vancouver Symphony Orchestra, learning about the instruments of the orchestra and listening to how they portray a character or scene. Students will engage in fun warm up activities that lead them into dance tasks, where they work individually and in groups. Literature, such as, *I Can Swim a Rainbow*, which follows the song lyrics *I Can Sing a Rainbow*, is entwined as a way to connect music, books and art.

PHYSICAL EDUCATION

During Term 3, students will continue to develop their fundamental motor skills. Students will continue to focus on the skills of bouncing a ball and kicking and punting. During kicking activities, students will continue to focus on kicking toward a target, beginning to use the inside of their foot to do so. Student will practice bouncing various sized balls with either of their hands around various obstacles and at different speeds to improve their control of the ball.

Students will continue to participate in a range of fitness activities throughout the term including short sprints and distance running. Students will use these results to compare with their results from earlier in the year to give them an idea of their improvements.