

## Year 1/2 Term 2 Overview 2024

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### Religious Education

In Term 2, students will:

- Explore the concept of creation being a gift from God and our responsibility to look after that gift. Working in conjunction with our Inquiry unit of sustainability, students will demonstrate their understanding of stewardship, explain the importance of environmental stewardship and identify multiple methods of demonstrating environmental stewardship. Students will critically examine and/or challenge the impact of human interaction with the natural, built and social environment and current environmental issues and decide on actions in which they can collectively and personally care for creation.

### Literacy

#### Reading:

This term students will:

- Continue using Little Learners Love Literacy which is an explicit structured phonics reading program. This is an evidence-based structured literacy program which encompasses explicit teaching of phonics using a 'Science of Reading' approach. Little Learners Love Literacy uses a range of decodable books to explicitly teach the science behind learning to read and spell. It covers the big ideas of reading: **phonemic awareness, phonics, fluency, vocabulary and comprehension** to younger readers.
- Focussing on non-fiction texts and exploring their features, including headings, sub-headings, table of contents, bold words, captions, images and diagrams. Students will learn to find key information in their texts and identify the main idea, text purpose and type.
- Identify the ways in which non-fiction texts are organised including page and screen layouts.
- Explore rhyme, figurative language and imagery through poetry. They will be exposed to a variety of poems including haikus, acrostic and rhyming.
- Continue to develop their vocabulary and word knowledge through various texts.

#### Writing:

This term students will be engaged in writing sessions each day where they will continue to develop their understanding of sentence structure by constructing simple sentences, compound sentences and complex sentences. A structured handwriting session will occur once a week

Students will:

- Continue to write recounts of events that have taken place with a focus on the structure of a recount using sequencing of events and past tense.

- Create non-fiction texts using print, visual and digital modes. They will learn to develop ideas and do research to inform their writing.
- Follow word patterns and rhythms to create their own poetry. When doing
- Plan, draft and publish a persuasive text offering their opinion and 3 reasons that are evidence based.
- Engage in spelling activities that develop letter sound knowledge.

### Speaking & Listening:

Students will

- Learn to use topic- specific vocabulary when engaged in group sharing.
- Draw on their own experiences and learn to lead small group discussions.
- Express preferences of topics and points in a text.
- Learn to listen and communicate with others through role play and vocabulary building activities.

### **Numeracy**

Students will:

#### Number and Algebra

- Revise and extend their knowledge of place value, addition and subtraction

#### Measurement and Geometry

- Measure and compare the lengths of objects using formal and informal units.
- Compare and order several shapes and objects based on length, using appropriate uniform informal units.

#### Pattern and Algebra

- Investigate and describe number patterns formed by skip counting and patterns with objects Recognise the importance of repetition of a process in solving problems
- Describe patterns with numbers and identify missing elements

### **Inquiry**

In the unit, 'Tiptoe through our world' students will:

- Learn the importance of reduce, reuse and recycle as they consider the concept of sustainability.
- Explore how sustainability is viewed on the world stage, develop personal sustainability goals and consider the ethics of sustainability.
- Investigate the importance of looking after the environment, be discerning as they dispose of rubbish and understand the distinction between materials that can be recycled, reused or reduced.
- Visit Bundoora Farm Park later in the term and participate in a guided farm tour.
- Discuss sustainable farming, waste reduction, composting, worm farms and planting.

### **Digital Technology**

Students will:

- Continue to explore using their chromebooks as they utilize programs such as Book r to compose texts digitally.
- Investigate how to download images from a website and insert them into a document. Explore the functions of a keyboard including typing letters, scrolling, selecting items and using drop down menus.

### **Design Technology**

- Students will:

Question how materials that are used when designing products for everyday life impact our cities and natural environment.

- Explore and critique products, services and environments for their impact on sustainability.

## **Well-Being**

Using the resource 'Rights, Responsibilities and Respectful Relationships', the students will:

- Identify and label their emotions.
- Explore the different ways emotions change the way their body feels and how they can notice these changes.
- Be challenged to think about how their relationships and the world around them influence or change how they feel.
- Unpack positive self-talk and affirmations and be supported to see learning hurdles and personal challenges as a positive part of their growth mindset.
- Be introduced to self-regulation strategies and learn how to ground themselves, in order to think more clearly, to make better choices in the classroom and outside and be successful learners.

## **Science**

In Biological Sciences the students will be investigating how living things grow and change. They will investigate the life cycle of different animals including stick insects. They will discover that all species share the same cycle of growth, change, reproduction and death. Through hands on investigation of plants and stick insects students will identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs

## **Mandarin**

In Term Two, students will be introduced to common Chinese characters associated with routines and their daily life experiences, and continue to use gestures to help practice their functional language. By engaging in short conversations and simple sentences, students will develop their awareness of the sentence structure in the Chinese language. They will use different sources of language inputs in learning games and teacher-modelled language to improve their comprehension of the familiar topics in our daily school life.

## **Physical Education**

This term students will participate in games and physical activities with and without equipment while cooperating with others. They will consolidate their hand eye coordination by practicing different ways to kick, throw and catch using a variety of balls. Students will also build on their understanding of minor games emphasising strategies such as finding space to improve performance. (1/2AS Now has P.E. on Friday)

## **Performing Arts**

In Term Two of Performing Arts, students will create a dramatic interpretation of Angie Rozelaar's "Jeff Goes Wild". They will use elements of acting to show a character and situation from the story. To support their skits, students will complete musical graphic scores, creating compositions that reflect the emotional quality of their part of the story to be played alongside their acting.

## Key Dates:

**Monday Morning Assembly:** 8:45am (Soccer Oval) (weather permitting)

**Friday Afternoon Assembly:** 2.35pm (Multi Purpose Room)

Thursday 25th April - ANZAC Day

Friday 26th April - School Closure Day

Friday 3rd May - Assembly Class leading 1/2DG, Class Sharing 1/2MB

Wednesday 5th June - 1/2 Excursion to Bundoora Farm

Friday 31st May - Assembly Class leading 1/2MB, Class Sharing 1/2DG

Friday 7th June - Assembly Class leading 1/2AS

Friday 28th June - Assembly Class sharing 1/2AS *Last Day of Term 2*