



Year 1 & 2 Curriculum Overview

The information in this newsletter will give you a brief overview of the key learning across the curriculum for Term One. Please read our newsletter each week to follow our learning.

INQUIRY

Big Questions:

What do we need to do and be, to learn well together?
What is your story? What is my story?

As Inquiries, students will inquire into:

- our Agreed Ways and how they help us to be responsible, safe and happy learners
- the different strengths that we contribute to our learning community
- how the learning assets help us to develop our skills
- who am I, who are you, how do we relate and connect
- connecting traditional family life to contemporary family life
- how some aspects of daily life have changed over time and others have remained the same
- exploring the perspectives of their parents and grandparents

As Inquires during Discovery Time, students will inquire into:

- different personal interests through play-based activities
- how to be communicators, self-managers and collaborators when at different Discovery Stations.

RELIGIOUS EDUCATION

As faith-filled people, students will be learning to:

- recite prayers such as the school prayer, the Our Father and Hail Mary
- unpack the scripture stories of Zacchaeus, and The Forgiving Father and their connections to Reconciliation
- identify the importance of the Our Father Prayer and make connections to the Indigenous Our Father Prayer
- name ways we show Almsgiving, Fasting and Prayer
- describe the events that take place during Holy Week.

ENGLISH

As readers, students will be learning to:

- make connections between personal experiences and texts
- use pictures to infer the character's feelings
- use the title, pictures and the text to make predictions when reading
- use a variety of word-solving strategies such as using word parts, digraphs, blends and vowel sounds to read unknown words

As writers, students will be learning to:

- include a noun, verb and adjective when writing a sentence about a familiar topic
- use different sentence starters when writing reflections about different learning experiences
- use knowledge of letter and sound relationships of digraphs and trigraphs to make plausible attempts when spelling unknown words
- use past tense language to write recounts about familiar topics

As communicators students will be learning to:

- retell events in sequence when talking about a story read
- show respectful behaviour when listening to others
- produce and identify words that rhyme.

MATHEMATICS

As mathematicians, in *Number and Algebra* students will be learning to:

- count forwards and backwards by 2s, 5s and 10s from 0, and from different starting points
- read, write, make and represent 2 and 3-digit numbers
- order 2 and 3 digit numbers
- partition 2 and 3 digit numbers using place value and identify the value of each digit, in hundreds, tens or ones
- locate numbers to 100 (Year 1) and numbers to 1000 (year 2) on a number line.

As mathematicians, in *Measurement and Geometry* students will be learning to:

- Describe duration using months, weeks, and days
- Identify days, weeks, months and seasons.

As mathematicians, in *Statistics and Probability* students will be learning to:

- collect data about familiar topics and represent the data on a graph
- read and describe data display.

SPECIALIST PROGRAM

ITALIAN

As a learner of Italian, students will be learning to:

- interact with the teacher and peers to revise how to greet and to introduce themselves
- focus on learning the Italian alphabet, distinguishing between vowels and consonants, as well as identifying digraphs
- learn the names of various family members in Italian and include them in simple sentence structures
- explore the grammatical concept of masculine and feminine gender of nouns.

STEM

As designers, students will be learning to:

- What STEM is and why it is important
- use directions to code Bee-Bot to travel around mazes and maps
- use the learning assets of collaborator, researcher, thinker, self-manager, communicator and E-Learner.

PHYSICAL EDUCATION

As active people, students will be learning to:

- establish a set of general safety rules through playing simple games and physical activities.
- participate in games that use many different fundamental motor skills such as throwing, catching, running and dodging
- explain how rules contribute to fair play and apply them in group activities.

VISUAL ARTS

As artists, students will be learning to:

- experiment with and use a variety of drawing tools
- explore and use a variety of lines when drawing
- create and design a creative pattern using different types of lines.

FOOTSTEPS -DANCE PROGRAM

As dancers, students will be learning to:

- use dance as a vehicle to develop their social skills, confidence and creativity
- participate in various dance styles including; hip hop, funk, modern pop, contemporary, partner and various other dance styles
- dance both individually and with a partner, promoting social interaction and confidence building, as well as improved fitness, coordination and gross motor skills.

THE RESILIENCE PROJECT

As self-managers, students will be learning to:

- identify different types of problems and ways to manage these problems
- identify and describe different emotions
- engage in mindfulness and meditation and explore its purpose
- be inclusive of others.