

Year 1 Term 2 2024

English

This term students will explore characters in stories. They will explore the features of characters and write character descriptions. Students will also learn about sound patterns and continue their RBR sounds and word recognition. They will continue practising handwriting on the Year 1 lines.

Maths

This term students will represent numbers in different ways, develop growing and repeating number patterns and solve simple addition and subtraction problems. Students will also explore and identify location and position of objects and give directions. They will investigate Australian coins and their value. Students will identify 3 and 2 dimensional shapes and objects and the properties of these objects.

Science - Materials Madness

In this unit, students will investigate how materials can be manipulated and changed to suit different purposes. Throughout this unit students will conduct experiments, pose questions, make predictions and communicate their findings using scientific language.

Hass - My Changing Life

Students will identify personal and family events and understand the significance of these events. They will learn to sequence events in order and develop language and everyday terms to describe the passing of time.

Music - In this unit, students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes; and the built environment as stimulus for music making and

Digital Technology

Computers - Handy Helpers

In this term students will learn new skills on the iPads to create and present data.

Physical Education

Students will develop the object-control skills of rolling, catching and throwing through active participation in activities, games and movement challenges. Students will be assessed on their coordination and movement patterns when underarm throwing, chest passing and catching as well as their use of cooperative strategies during physical tasks.

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