



# Curriculum Overview

## Composite Year 1 & Year 2



**In Term 2, we will be learning about the following topics in each curriculum area:**

Year One	Year Two
<p><b>English: Persuasive</b>            Students will be focusing on persuasive texts. Students will create texts that show understanding of the connection between writing, speech and images. Students will make short presentations on familiar topics. Students will also provide details about ideas or events, and details about the participants in those events, when writing.  <i>This learning area will be taught, assessed and reported on.</i></p>	<p><b>English: Persuasive</b>            In this unit, students will learn about persuasive texts. They will look at a variety of texts and analyse the characters, settings and events. Students will compare two Indigenous stories and state a preference for one. Students will learn to make persuasive arguments to support their preference while using everyday language features and topic-specific vocabulary. Students will also participate daily in:  <b>Phonological and phonemic awareness</b> skills through the Heggerty and LEM Phonics programs.  <b>Guided reading</b> to increase fluency while reading and comprehension of texts.  <b>Home reading</b> as part of Y2 homework expectations.  <i>This learning area will be taught, assessed and reported on.</i></p>
<p><b>Mathematics:</b>  <b>Location and Direction</b></p> <ul style="list-style-type: none"> <li>Follow directions to a given location</li> <li>Give a series of accurate directions to a given location using positional language.</li> </ul> <p><b>2 Dimensional and 3 Dimensional shapes</b></p> <ul style="list-style-type: none"> <li>Compare geometric features of 3D objects to everyday objects that are the same and different.</li> <li>Identify and name familiar 2D shapes and 3D objects whilst describing their obvious geometric features.</li> </ul> <p><b>Money and Number Sequences</b></p> <ul style="list-style-type: none"> <li>Count and organise both coins and notes.</li> <li>Identify and recognise coins based on their unique features and characteristics.</li> <li>Begin to recognise and continue number patterns that follow skip counting sequences.</li> </ul> <p><i>This learning area will be taught, assessed and reported on.</i></p>	<p><b>Mathematics:</b>            Number and place value Skip counting sequences, addition and subtraction.</p> <p><b>Money</b></p> <p>Identifying and ordering coin and note values, adding coins and notes.</p> <p><b>Time</b></p> <p>O'clock, half past, quarter to, quarter past.</p> <p><i>This learning area will be taught, assessed and reported on.</i></p>
<p><b>Science: Biological Sciences- Good to grow</b>            To describe and represent the changes to a living thing in its life stages. To compare the life stages of two different living things.  <i>This learning area will be taught, assessed and reported on.</i></p>	<p><b>Science: Biological Sciences- Good to grow</b>            To describe and represent the changes to a living thing in its life stages. To compare the life stages of two different living things.  <i>This learning area will be taught, assessed and reported on.</i></p>
<p><b>Humanities and Social Sciences: My Changing Life and communities</b>            To describe and sequence an important event. To identify how school has changed or stayed the same over time.  <i>This learning area will be taught, assessed and reported on.</i></p>	<p><b>Humanities and Social Sciences: My Changing Life and communities</b>            To use sources to describe and sequence important events and changes in their lives. To identify how school has changed or stayed the same over time.  <i>This learning area will be taught, assessed and reported on.</i></p>
<p><b>Health and Physical Education (HPE):</b>  <b>Health: Good choices, healthy me</b>            In this unit students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good</p>	<p><b>Health and Physical Education (HPE):</b>  <b>Health: Good choices, healthy me</b>            In this unit students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay</p>

<p>personal hygiene habits to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations.</p> <p><b>PE: I'm a 'ball-iever'</b></p> <p>In this unit, students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities. <i>This learning area will be taught, assessed and reported on.</i></p>	<p>healthy. Students will describe how to keep themselves and others healthy in different situations.</p> <p><b>PE: I'm a 'ball-iever'</b></p> <p>In this unit, students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities. <i>This learning area will be taught, assessed and reported on</i></p>
<p><b>The Technologies- Digital Technology:</b></p> <p>Students will explore a programmable Bee-Bot, experimenting with simple, step-by-step procedures.</p> <p><i>This learning area will be taught, but not assessed and reported on.</i></p>	<p><b>Digital Technology:</b></p> <p>Students recognise and explore how digital and information systems are used for particular purposes in daily life.</p> <p><i>This learning area will be taught, assessed and reported on.</i></p>
<p><b>The Arts- Visual Arts:</b></p> <p>Students will explore the representation of emotions in portraiture through experimentation with a range of materials and processes.</p> <p><i>This learning area will be taught, assessed and reported on.</i></p>	<p><b>The Arts- Visual Arts:</b></p> <p>Students will explore sense of place through imaginative experimentation with a range of materials and processes. They will communicate experiences, observations and personal connection to places.</p> <p><i>This learning area will be taught, but not assessed and reported on.</i></p>
<p><b>The Arts- Music:</b></p> <p>Students will engage in the My Mini Music Program where they will investigate the elements of music in deeper detail. <i>This learning area will be taught, but not assessed and reported on.</i></p>	<p><b>The Arts- Music:</b></p> <p>My Mini Music Program. Investigating the elements of Music in deeper detail.</p> <p><i>This learning area will be taught, assessed and reported on</i></p>