Early Stage 1 Curriculum Overview – Term 1, 2024

English

Understanding Texts

Students will develop skills in the following areas in order to understand texts:

- oral language and communication;
- vocabulary;
- phonic knowledge;
- reading fluency;
- reading comprehension; and
- understanding and responding to literature.

Through whole class, guided and individual reading activities, students will view and read imaginative, informative and persuasive writing to make connections between texts and their own experiences. They will develop skills, strategies and knowledge of text structure, comprehension strategies, grammar, punctuation, word usage and phonics during fluency pairs, English groups and explicit phonics and vocabulary lessons. Home reading will commence in Term 2 when students will be sent home with decodable texts consisting of words with taught sounds.

Oral presentations (news) will run weekly this term in conjunction with oral language lessons. The lessons will consist of a range of oral language games and activities as well as opportunities for students to present to the class on a range of topics related to the curriculum. Constructive feedback will be given to each speaker each time they present. Clarity, sequencing of events, content and connection with the audience will be considered. Students will be encouraged to make eye contact with the audience and use clear voice projection. Each presentation should be prepared at home and last for approximately 1-2 minutes. The news topics and class roster are below.

Week	Beginning	News Topic	Ideas for props	Focus
4	February 19	Who are you!? Draw a picture of yourself and tell the class some fun things about yourself. E.g. How old are you? Do you play sport? What is your favourite colour? What makes you really happy?	Photos or drawings	Speak loudly
5	February 26	Bring in a family photo. Talk to the class about who is in your family and what you like to do together. You could share a story about a special holiday you have been on.	Photos or drawings	
6	March 4	Bring in your favourite book or toy and tell the class about it and explain why it is your favourite.	Special book or toy from home	Speak clearly
7	March 11	Tell the class what you want to be when you grow up. Why?	Photos or drawings	
8	March 18	Draw a picture or bring in a picture of your favourite animal. Tell the class why you like this animal more than any other animal.	Photos or drawings	Use eye contact
9	March 25	Which country is your class named after this year? Tell the class three things about the country.	Photos or drawings	
10	April 1	Talk about your favourite sport or physical activity. Tell the class why you enjoy it so much.	Photos or drawings	Speak in full sentences
11	April 8	Share your favourite memory of Term 1 Kindergarten.	Photos or drawings	

KMexico

Monday	Tuesday	Wednesday	Thursday	Friday
Emily Maya Jack Carolina	Tyler Mason Leo Lottie	Piper Livia Finn Eric	Andie Hunter Fletcher Billy	Flynn Charlotte Marcel

KPeru

Monday	Tuesday	Wednesday	Thursday	Friday
Matty Leo Matilda Maeve	Grace Flynn Sarah Chloe	Daisy Jonah Sonny Elsie	Rafferty Duke Jake Federico	Weston Jack Cooper

KSwitzerland

Monday	Tuesday	Wednesday	Thursday	Friday
Santi Koa Esme Layla	Amelie Brucie Isaac Nojan	Eli Daniel Arthur Darcy	Liam Kino Sofia Ryker	Oleg Romi Chloe

KTanzania

Monday	Tuesday	Wednesday	Thursday	Friday
Tahlia Flynn Alice Benji	Arthur Hugo Keira Trimo	Emma Mila Prarab Rian	Tim P Harry Lara Cosmo	Timofey S Franco Isabella

The high frequency word program will begin on Monday February 19 and will involve the students learning sets of sight words from the Magic 100 Words (M100W) program. There are 8 colour-coded sets of words that the students will work through at home. The students will need to bring their sight word book back to school on their assigned news day, once they have mastered their current list.

Please be aware that we ask the students to read the words in random order, not in the order they are on the sheet. If your child rote learns them in order, they may not actually be able to read the words at school or in other contexts. Words need to be read automatically and without hesitation. If mastered, students will receive the next level of words. These will be pasted in their sight word book and sent home on the same day.

Students will participate in daily explicit phonics instruction. These lessons will teach students about the relationship between printed letters and the sounds they represent. Through systematic and explicit phonics instruction, students learn to blend sounds to read words. Time will be spent during the week introducing the sounds, writing them, blending them and manipulating them using such resources as magnetic boards and letters, whiteboards and markers and other exciting literacy game resources on the Interactive White Board (IWB). Students will be sent home with a word making kit in Week 4. The kit will include a word making mat and individual sound cards. The classroom teacher will post a list of words on Seesaw each week for your child to make using the mat. The words will consist of sounds taught in class.

Creating Texts

Students will develop skills in the following areas to create texts:

- oral language and communication;
- vocabulary;
- phonic knowledge;
- creating written texts;
- spelling;
- handwriting; and
- understanding and responding to literature.

Students will create a range of texts on familiar topics by brainstorming, planning, proofreading and editing their own writing. Students are encouraged to attempt their own writing after frequent demonstrations by their teacher. Students are encouraged to write independently using sound charts, sight word groups, word banks and their knowledge of letter/sound relationships.

Students will engage in fortnightly units of work aimed at applying their literacy skills and supported by quality texts. Focus concepts for Early Stage 1 are:

- **Context** - Students will consider how personal context can influence their experiences of the world. They will consider how context can inform a character's motivations and feelings. Students will create a range of descriptive texts that represent their own context, culture, settings, motivations and feelings.
- **Narrative** - Students will build on their understanding of narratives. They will engage with print and audio narratives and consider how they can be real or imagined. Students will apply their understanding of narrative features and structures to compose their own texts.
- **Character** - Students will consider the actions, thoughts and feelings of characters and explore how these can be represented through intentional language choices. They will supporting texts to compose literary descriptions of real or imagined characters.
- **Imagery, symbol and connotation** - Students will explore how word order and word choice influence meaning and support creative play with language. They will consider how creative language features enhance the enjoyment of texts.
- **Perspective** - Students will compare opinions and ideas presented in a range of supporting texts. They will consider their own strengths and the strengths of their peers. Students will compose texts that present their own perspective about themselves and their world.

Handwriting lessons will focus on students forming letters correctly following the NSW Foundation Style using the Targeting Handwriting textbook. Students are encouraged to sit with correct posture, holding their pencils correctly. Early Stage 1 students will use triangle pencils to encourage correct pencil grip by holding the pencil between their thumb, pointer finger and middle finger and the other two fingers tucked underneath.

Library: will be taught by our specialist Teacher-Librarians **Mrs Brown & Mrs Daffas**.

Students in **Kindergarten to Year 4** require a library bag clearly labelled when borrowing in order to protect our books from damage or loss. **Senior students** may borrow without a library bag.

The borrowed book should be returned the following week but can be 'reborrowed' if the student has not had the chance to finish it. This process ensures all students the opportunity to borrow those books in high demand. Please note the student will not be able to borrow another book if the previous book has not been returned. If a library book is lost or damaged, the borrower is required to pay for the book so that the book can be replaced.

Kindergarten students may borrow 1 book.

Students will learn borrowing and returning procedures. Kindergarten students will be taught all about the processes and opportunities of the school library including how to care for books. Kindergarten students will also be read books from the Premier's Reading Challenge List. The librarians will register

the books read so that each child will have completed the challenge by the end of the year and receive a certificate from the Premier.

Classes will visit the library for a 40 minute lesson each week:

Monday	Tuesday	Wednesday	Thursday	Friday
	KSwitzerland KTanzania			KMexico KPeru

Glossary of English syllabus terms
Automaticity - the fast, accurate and effortless word recognition that comes with practise.
Blend - the act of synthesising phonemes smoothly from left to right, to read words.
CVC – words made up of a consonant-vowel-consonant eg cat
Decodable - texts that are made up of grapheme–phoneme correspondences (GPCs) that students have learnt. These texts are used by beginning readers to practise segmenting and blending skills to read words, quickly and effortlessly.
Decode - a process of efficient word recognition in which readers use knowledge of the relationship between letters (graphemes) and sounds (phonemes) to work out how to say and read written words.
Digraph - two graphemes used to represent one phoneme. • consonant digraphs – sh, ck, th • split digraphs – a-e, i-e, o-e vowel digraphs – ee, oo, ea
Fluency - reading, speaking, encoding and spelling with appropriate pace and accuracy.
Fluent reading - the act of identifying words accurately, effortlessly, at a contextually appropriate rate, and with phrasing and expression that reflects the meaning of the passage.
Grapheme - the smallest unit of writing used to represent one phoneme. A letter or combination of letters corresponding to or representing a single phoneme. Examples include: • the f in frog • the ph in phone the gh in cough
Intonation - the pattern or melody of pitch changes in connected speech when reading aloud, especially the pitch pattern of a sentence.
Multisyllabic - words of 2 or more syllables.
Phoneme - the smallest unit of speech. Examples include: • cat has 3 phonemes: c/a/t • truck has 4 phonemes: t/r/u/ck
Prosody - reading with expression using correct phrasing, intonation and attention to punctuation.
Segment - the act of separating a spoken word into its syllables and/or phonemes.
Show Don't Tell Strategy - a narrative technique that allows the reader to experience events in the story through actions, speech, subtext, thoughts, senses and feelings, rather than through exposition. *Show, don't tell*, requires readers to ask questions and make inferences, allowing for a more engaging reading experience.
Split digraph - two graphemes that are split by a consonant to represent a long vowel phoneme. Examples include: • a-e in cake • i-e in side • o-e in rope

Syllable - a unit of sound within a word that contains a vowel phoneme and feels like one 'beat'. eg. a word with 3 syllables is won-der-ful
Tier 2 vocabulary - general academic words that can be used across a variety of domains. They are of high utility for mature language users and are commonly used in written language. Tier 2 words add power and precision to written and spoken language but many Tier 2 words are most commonly found in written language. eg. contradict, precede, stale, awful, snuggle
Tier 3 vocabulary - words that are used rarely (low frequency) and only in highly specific situations, eg. decibel, atom, etc.

Mathematics

Concepts will be covered in the content strands of:

- ***Number and Algebra***
- ***Measurement and Geometry***
- ***Statistics and Probability***

Students will participate in fortnightly units of work, each with a big idea or question. Students will engage in a daily warm-up activity, exploration of core concepts, consolidation and meaningful practice. Students will explore the following ideas:

- there are many different situations where addition, subtraction, multiplication and division can be used;
- what needs to be measured determines the unit of measurement;
- data is collected to solve problems;
- objects can be sorted and classified in different ways; and
- problems can be solved and represented in different ways.

Teaching and learning activities focus on students asking questions and using known facts, objects, diagrams and technology to explore mathematical problems and develop mathematical fluency. They will link mathematical ideas and use appropriate language and diagrams to explain specific strategies. Students develop skills in Working Mathematically through questioning, applying strategies, communicating, reasoning and reflecting. Each student will use their Treasure Box, which contains a variety of resources to support the Mathematics program.

Matific will be used in lessons and for homework tasks based on weekly mathematical concepts.

Glossary of Mathematics syllabus terms
Compensation strategy - adding a number to one and subtracting it from the other later on to ensure that the balance remains the same. The compensation strategy makes it easy to solve complex addition, subtraction, multiplication, and division problems. eg. 37 + 19 is the same as 37 + 20 = 57 -1 = 56
Inverse Operations - the operation that reverses the effect of another operation. eg addition and subtraction are inverse operations. When you add 3 to 7 you get 10. If you then subtract 3, you get back to 7. Multiplication and division are inverse operations. When you multiply 6 by 2 you get 12. If you then divide by 2 you get back to 6.
Jump Strategy - a mental calculation method that involves jumping from one number (usually the largest number) either forwards (addition) or backwards (subtraction) to the solution.
Number - refers to the quantity or amount eg 326
Number bonds - combinations (pairs) of numbers that add to a given number, eg. 8 + 2, 6 + 4, and 7 + 3 all bond to form 10.
Number line - a number line is used to represent numbers according to their distance from a point. The representation of a number line can start and end on any number.
Number sentence - number sentence uses numerals and mathematical symbols. A number sentence may be used instead of the word equation. eg. instead of writing 6 apples plus 7 apples equals 13 apples, the number sentence would be 6 + 7 = 13.
Numerals - refers to the symbol or name of a number eg. 0, 1, 2, 3 etc.

Related Denominators - related denominators occur where one denominator is a multiple of the other. eg. The fractions 1/3 & 5/9 have related denominators because 9 is a multiple of 3. Formerly known as common denominators.
Relational Thinking - using fundamental properties of number and operations to transform mathematical expressions, rather than simply calculating an answer by following a prescribed sequence of procedures.
Skip Counting - skip counting is counting forwards or backwards in groups or multiples of a particular number. eg. 5, 10, 15, 20
Unrelated Denominators - unrelated denominators refers to fractions that have different denominators that are not multiples of each other. eg. The fractions 1/2 & 5/9 have unrelated denominators because 2 is not a multiple of 9. Formerly known as uncommon denominators.

Science & Technology

Students will begin a unit entitled *Staying Alive*. Through an inquiry-based approach, students will learn about the different features and basic needs of living things.

The unit engages students in the processes of Working Scientifically, and Design and Production. Students will participate in guided investigations, pose and respond to questions, make predictions and collect, sort and represent data. Students will collaboratively generate and develop design ideas and solutions that they will communicate with labelled drawings and models and using digital technologies where appropriate. They will provide explanations about what they have done and evaluate their ideas using predetermined criteria.

Digital technologies such as iPads and Chromebooks will be utilised across all Key Learning Areas to enhance learning. Students will identify digital systems and explore how instructions are used to control digital devices.

Students will be provided with a username and password for Matific and Reading Eggs. They will use these programs both in the classroom and at home. Third party software permission must be provided prior to using Matific. This is part of the Digital Technologies Form sent on Wednesday February 14.

Early Stage 1 & Stage 1 classes will utilise **Seesaw** to upload their own work to share with their parents. Seesaw will also be used to showcase whole class learning and facilitate feedback & collaboration. Third party software permission must be provided prior to using Seesaw. This is part of the Digital Technologies Form sent on Wednesday February 14.

Computer Science will be taught by our specialist teacher: **Mr Wright**

Students will be introduced to the concept of coding through highly engaging hands-on robots including *Bluebots* and *Dashbots* and a variety of iPad applications.

The Kindergarten Computer Science learning program attempts to instill a sense of wonder and passion for educational technologies while providing students with the knowledge and skills to use the devices and learning resources they will encounter throughout their primary school experience.

Students will become familiar with iPads and Chromebooks and begin to learn key operational features such as inputs, button features and basic troubleshooting techniques.

Classes will visit the Computer Science room for a 40 minute lesson each week:

Monday	Tuesday	Wednesday	Thursday	Friday
		KMexico		KPeru KSwitzerland KTanzania

Human Society and its Environment

The History unit, The Past in the Present will focus on the following key inquiry questions:

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shapes our daily life?

Students will learn about the history of a significant person, building or site in the local community and what it reveals about the past. They will explore the importance of historical sites and how changing technology has impacted on everyday life.

Through the study of this unit, students will develop their skills of historical inquiry and communication by distinguishing between past, present and the future sequencing familiar objects and events, recounting family and local history, exploring and using a range of sources from the past, exploring perspective, posing questions and using a range of communication forms to develop narratives about the past.

Creative Arts

Visual Arts

The Visual Arts program will be linked to the rich texts that students are studying in class. Opportunities will be provided for students to regularly explore their own creativity through making and appreciating artworks, as well as studying various artists and techniques.

Drama

Students will participate in drama activities this term. Activities will encourage students to think about how to convey a story, events and feelings using the elements of drama. They will also be encouraged to respond to performances by their peers by providing constructive feedback.

Music will be taught by our specialist teacher: **Ms McMahon**

Students will engage in playing and moving activities that embed simple musical concepts such as loud, soft, fast & slow. They will explore using body and simple instrument percussion to perform music. Students will listen to a range of music styles to reinforce musical knowledge.

Classes will visit the Music room for a 40 minute lesson each week:

Monday	Tuesday	Wednesday	Thursday	Friday
		KMexico	KPeru	KSwitzerland KTanzania

Personal Development / Health / Physical Education

PD / Health

Students will participate in lessons **focused on** the Mosman Behaviour Code (MBC). These lessons explicitly teach the school-wide behaviour expectations and will enable students to develop a deep understanding of the MBC.

The Peer Support Program provides a fun and engaging environment for students to address social issues, promoting wellbeing, positive relationships, connectedness and a sense of responsibility. Modules are designed to equip students with skills to deal proactively with life experiences.

This year's Peer Support program is ***Living Positively***, which focuses on students becoming more optimistic by living in harmony with their strengths. Living Positively seeks to provide opportunities for students to identify which areas of life resonate for them and how they can feel happier and more

fulfilled by taking advantage of these strengths. Once identified, students will learn the importance of realistic goal setting, perseverance, and positive self-talk. Parents are encouraged to talk to their children about their weekly Peer Support lesson held on Thursdays commencing in Week 3. An overview of the week's focus will be included in the Whaler to help discussions with your child/ren.

Trained Year 6 Peer Support Leaders, supervised by a teacher, facilitate structured activities with multi-aged groups of 8-10 students. Modules consist of 8 x 30 minute sessions, conducted weekly on Thursdays from Week 3 until Week 10.

URSTRONG

Students will be participating in URSTRONG lessons focused on a whole school approach to friendship using a common language. As friendships are the most important relationship to children, it is important to explicitly teach students the skills required for healthy friendships. Students will learn emotional regulation strategies, how to manage conflict with kindness, how to make friends and to deal with common friendship issues.

Students will learn the 4 friendship facts:

- No relationship is perfect;
- Every friendship is different;
- Trust and respect are the two most important qualities in a friendship; and
- Friendships change and that's OK.

Students will use the ***Friend-o-Meter*** to think about how they are feeling in their friendships. They will learn about the ***Friend-o-Cycle*** and how this can be used as a tool when faced with conflict in a healthy friendship. Most importantly, students will learn how to differentiate between a **Friendship Fire** (normal conflict or disagreements) and **Mean on Purpose** (intentional, cruel, designed to be hurtful). They will learn strategies on how to talk it out to put on Friendship Fires.

PE/Sport

Your child's PE/ Sports day is Tuesday so please ensure your child is in their PE uniform (including suitable footwear).

Physical education lessons will be taught by class teachers following a sequential sport skills program focused on fundamental movement skills and athletic skills. Students will participate in weekly lessons focusing on games with and without equipment. They will be encouraged to collaborate with others and follow rules when participating in physical activities.

Each fortnight, students will participate in a program delivered by external provider: Sports in Schools Australia (SiSA). All programs are designed to maximise participation and development of students at all ability levels. They provide a comprehensive range of age specific equipment for students to use. Students will rotate through 3 different skill-based activities, for the duration of 40 minutes [120 minutes in total].

Students will focus on developing foundational movement skills essential for gymnastics and athletics. Gymnastic activities will introduce basic movements such as rolling, balancing and simple body positions, laying the groundwork for more advanced skills. Athletics instruction will emphasise fundamental running techniques, such as proper foot placement and arm movement, along with basic track events including relay races and hurdling. Safety awareness and equipment familiarisation will be integrated to lessons to ensure a secure learning environment. Additionally, co-operative games and group activities will promote social interaction and teamwork skills. Overall, the programs will strive to provide engaging and enjoyable experiences that spark a lifelong interest in physical activity.