

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, vocabulary and phonics during explicit lessons.

Creating Texts

Students will develop skills in the following areas in order 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. Basic grammatical features and conventions of punctuation will be taught in directed lessons and integrated into writing lessons. There will be a continued focus on sentence structure, nouns, adjectives, verbs, adverbs, types of sentences and creative language features.

Supported by quality texts, students will engage in fortnightly units aimed at applying their literacy skills. Focus concepts for Year 1 are:

- **Context** - students will explore how personal experiences shape their understanding of texts and create simple descriptive texts about their own culture, setting and experiences.
- **Narrative** - students will learn about the elements of a narrative including character, setting and story structure. They will look at the features of a story map and use planning tools to create an oral and written narrative.
- **Representation** - students will investigate how objects, people and ideas can be represented in different ways.
- **Character, Imagery, symbol and connotation** - students will explore the central role characters occupy in texts. They will experiment with wordplay and figurative language.
- **Perspective** - students will identify and use persuasive techniques in their own texts.

Focus concepts for Year 2 are:

- **Context** - students will explore the purpose and importance of Acknowledgment of Country and make their own connections to their own context by composing a personal story of belonging.
- **Narrative** - students will build on their understanding of narrative text structure and create their own circular narrative.
- **Character** - students will investigate how characters can be real or imagined through the exploration of a range of text forms.
- **Perspective and argument** - students will continue to develop their knowledge of perspective and argument by engaging with informative texts that can be used to support opinions.
- **Imagery, symbol and connotation** - students will experiment with figurative language to build rich descriptions of people, places and experiences. They will also use creative language features to compose poems.

Phonics & Spelling - Year 1 will learn about the long vowel sounds for a, e and i. Students in Year 2 will continue to use the *Sound Waves Spelling* program. Their focus sounds will be b as in balloon, a as in apple, k as in kite, e s in egg, d as in duck, i as in igloo, f as in fish and o as in orange.

Handwriting lessons will focus on students forming letters correctly following the NSW Foundation Style using the Targeting Handwriting textbook.

Oral language and communication skills will be used to develop each student's ability to communicate effectively with a range of people in informal and guided situations. Listening activities will focus on appropriate behaviours such as asking questions, retelling information, sharing ideas and engaging in group and class discussions to communicate effectively with others.

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 then the borrower is required to pay for the book so that the book can be replaced.

Stage 1 students may borrow up to 2 books.

Students will learn about the purpose of the various sections in the library and how to locate specific fiction and non-fiction texts. An additional focus will be on understanding Aboriginal Culture, Country and People through literature. Students will also be encouraged to complete the Premiers Reading Challenge.

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

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Portugal 1 Greece 2 Germany	1 Dominica	2 Argentina 2 Seychelles	1 Kenya

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. <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. <i>Show, don't tell</i> , 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: <ul style="list-style-type: none"> 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, cataclysm, atom, etc.

Mathematics

Our goal is to foster a positive learning environment for students and a real connection and sense that Mathematics will be important in their future world. Concepts will be covered in the content strands of:

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

Students will engage in fortnightly units, each with a key idea or question. Through a connectionist approach, students will engage in a daily warm up activity, exploration of core concepts and consolidation and meaningful practice. In Term 1, students will explore the following ideas:

- Collections of ten are really useful.
- Patterns have something that repeats over and over and over again.
- What needs to be measured determines the unit of measurement.
- Smaller numbers can be found hiding in bigger numbers.
- New shapes can be made by joining or partitioning existing shapes.

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 $\frac{1}{3}$ & $\frac{5}{9}$ 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 $\frac{1}{2}$ & $\frac{5}{9}$ have unrelated denominators because 2 is not a multiple of 9. Formerly known as uncommon denominators.

Science & Technology

The unit, *Material world* focuses on how materials can be combined and changed. Students will investigate how they can be changed by being bent, twisted, stretched and combined with other materials. They will also explore how the properties of materials determine their use.

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. They will collect and represent information using a variety of methods and safely manipulate equipment and materials, making sustainable and time-efficient choices. Students will generate and develop design ideas and solutions that they communicate with labelled drawings and models and through the use of digital technologies where appropriate. They will provide explanations about what

they have done and evaluate their ideas using predetermined criteria.

Digital technologies will be utilised across all Key Learning Areas to enhance learning. Students will identify the components of digital systems and explore how data is represented through pictures, symbols, tables and diagrams. Students have daily access to Chromebooks. We will be focused on developing their research, production and presentation skills.

Students will continue to be provided with a username and password for Matific, Soundwaves (Year 2 only) 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**

Initially, students will participate in Google's online safety program: *Be Internet Awesome*. The learning outcomes of this program are backed by the NSW and Australian Federal Police and attempts to build the crucial understanding of 'digital footprints' and how we can stay safe while navigating the online world. Specifically, students will explore how to keep personal and private information secure, what passwords and passcodes are used for and how to create a strong one.

Students will use the online learning platform code.org to build their knowledge of and skills in computer programming including the use of block-based code. Students will work through a variety of online puzzles and learn the basics of computer programming including sequential ordering and debugging along with collaboration techniques, investigation and critical thinking skills.

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

Monday	Tuesday	Wednesday	Thursday	Friday
1 Greece		2 Argentina 2 Seychelles	1 Portugal 2 Germany	1 Dominica 1 Kenya

Human Society and its Environment

The History unit, *The Sequence of Time*, focuses on present and past family life. Students will learn about how family life has changed and remained the same over time and will learn to describe the sequence of time.

Students will learn about a range of ways to order time and identify changes that may have personal significance, such as birthdays, celebrations and seasons. They will identify differences and similarities between their own lives and that of their parents' and grandparents' childhoods.

Through the study of this unit, students will develop their skills of historical inquiry and communication by posing questions about the past and using a range of sources (such as physical, visual and oral) to answer these questions. They will compare objects from the past and present.

An excursion to the School House Museum at Ryde has been organised during Term 2 to support this unit of work.

Creative Arts

Visual Arts

All lessons are integrated with other Key Learning Area programs (HSIE, Science, English and Mathematics) and support special events such as Easter. Students will experiment with a variety of materials and media. They will develop their creativity through making and appreciating artworks created by others.

Drama

Students will participate in drama activities that support other Key Learning Areas. Activities will encourage students to think about how to convey a story, events and feelings but 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 continue to develop their knowledge of musical concepts and notation. They will play and move to a range of music styles to demonstrate an awareness of musical concepts, such as beat, rhythm, pitch, dynamics and tempo. They will play a variety of musical instruments such as percussion, Boomwhackers, Sound Shapes and chime bars.

Year 1 students will be focusing on learning about instruments of the orchestra and instrument families. They will also learn the basics of how to play the recorder.

Year 2 students will be learning about music genres from the 20th Century and continuing to develop their recorder skills.

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

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Portugal 1 Greece 2 Argentina		1 Kenya 2 Germany 2 Seychelles	1 Dominica

Personal Development / Health / Physical Education

PD / Health

Students will engage in the unit *Who Am I?* in which they will consider how their uniqueness shapes who they are and how they can be inclusive and respectful of others.

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.

Peer Support

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

Physical education lessons will be taught by class teachers following a sequential sport skills program focused on developing teamwork and fair play. Students will further develop their fundamental movement skills that are key to living an active lifestyle. Year 1 and 2 students will participate in sport/physical activities on Tuesdays or Fridays.

Please ensure your child wears their PE uniform (including suitable footwear) on their sports day.

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 learn a variety of skills relating to athletics and gymnastics including running, jumping, balancing and basic gymnastic movements including forward rolls and cartwheels. They will begin to build a foundation in athletics through activities such as sprinting techniques, relay races and basic track event strategies, while also engaging in co-operative games to develop teamwork and social skills. Safety protocols and equipment familiarity will be emphasised to ensure all students understand how to participate safely in both gymnastic and athletic activities. Above all, the programs will prioritise creating a fun and enjoyable learning environment, encourage active participation and foster a love for physical activity.