

Stage 1 - Term 2 Overview 2024

<p style="text-align: center;">ENGLISH</p> <p>Focus areas in English are:</p> <ul style="list-style-type: none"> ● Oral language and communication ● Vocabulary ● Phonological awareness ● Print conventions ● Phonic knowledge ● Reading fluency ● Reading comprehension ● Creating written texts ● Spelling ● Handwriting ● Understanding and responding to literature 	<p style="text-align: center;">MATHEMATICS</p> <ul style="list-style-type: none"> ● Smaller Numbers can be found hiding in bigger numbers ● New Shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes ● Equal means equal ● Data helps describe and wonder about the world 	<p style="text-align: center;">SCIENCE Living World</p> <ul style="list-style-type: none"> ● How do living things change as they grow? ● How do humans use plants and animals? <p>Stage 1 will continue to focus on the Living World strand that focuses on the features of living things, their environment and how they change and reproduce.</p> <p>Students investigate how plants and animals are used to satisfy our needs for food and fibre. Stage 1 of this strand develops students' understanding of how living things and their environment play a central role in the support for and survival of humans.</p>
<p style="text-align: center;">HISTORY Present and Past Family Life</p> <ul style="list-style-type: none"> ● How can we show that the present is different from or similar to the past? ● How do we describe the sequence of time? <p>Stage 1 will continue to focus on present and past family life. This topic provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time and are introduced to the use of historical sources.</p>	<p style="text-align: center;">PD/H/PE Health, Wellbeing and Relationships and Movement Skill and Performance</p> <ul style="list-style-type: none"> ● How can I be responsible for my own, and others' health, safety and wellbeing? ● How can I act to help make my environment healthy, safe and active? ● What influences my decisions and actions to be healthy, safe and physically active? ● What are the different ways we can move our body? <p>The strand Healthy, Safe and Active Lifestyles focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote</p>	<p style="text-align: center;">CAPA Drama</p> <p>Students explore and convey stories, events and feelings through roles and they work collaboratively to communicate and express feelings about the action of the drama. They experience and respond to a range of drama forms and elements by making, performing and appreciating drama.</p>

	<p>the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.</p> <p>The strand Movement Skill and Performance focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance.</p>	
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<p style="text-align: center;">ICT</p> <p>School device & Internet Agreement Rules Students are introduced to the school device and internet agreement in simple terms to develop understanding of the expectations and consequences.</p> <p>Science and Technology - Digital Technologies</p> <ul style="list-style-type: none"> ● What components make up a digital system? ● How do digital systems transmit data? <p>Year 2, investigate digital systems components (hardware and software) and learn how they transmit data(image, text and sound) to communicate information to complete tasks.</p> <p>PDHPE - Safe Choices online</p> <ul style="list-style-type: none"> ● How can I be responsible for my own and others' safety online? <p>As students start using more online platforms and sites for learning, students recognise and develop an understanding about what information should not be shared online to keep their personal information safe while working online.</p>	<p style="text-align: center;">LIBRARY</p> <p><u>Year 1 Library:</u> Students learn how to;</p> <ul style="list-style-type: none"> ● read and use simple texts and images to identify and use information ● pose questions to identify, clarify and compare information ● Use word processing programs to strengthen their skills at typing, navigating program features and mouse/touch pad controls to develop their reading fluency when reading digital texts. <p><u>Year 2 Library:</u> Students learn how to;</p> <ul style="list-style-type: none"> ● read and use simple texts and images to identify and use information ● Use navigation pathways, including hyperlinks, within Google Classroom and Britannica School to extract essential information to support reading fluency and enhance meaning when reading digital texts. ● Use different modes and media to enhance the presentation of texts they have created 	<p style="text-align: center;">CLOTE - Greek</p> <p>Students learn:</p> <ul style="list-style-type: none"> ● culturally appropriate informal and formal language to greet and introduce people to each other, using formulaic phrases to introduce peers and adults.
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PROGRAMS, EVENTS AND EXCURSIONS

Premier's Reading Challenge opens 26/2/24

Whole School SISA Program - Athletics W2-10

Whole School Buddy Program

Stage One Science Zoomobile Incursion Tuesday 18 June 2024