

Stage 1 - Term 1 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"> • Collections of 10 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 (combining) or partitioning (breaking apart) existing shapes 	<p style="text-align: center;">SCIENCE Living World</p> <ul style="list-style-type: none"> • <i>What are the external features of living things?</i> • <i>How can we improve a local environment to encourage living things to thrive?</i> <p>Stage 1 of the Living World strand focuses on the features of living things, their environment and how they change and reproduce. 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"> • <i>How has family life changed or remained the same over time?</i> • <i>How can we show that the present is different from or similar to the past?</i> • <i>How do we describe the sequence of time?</i> <p>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"> • <i>How can I be responsible for my own, and others' health, safety and wellbeing?</i> • <i>How can I act to help make my environment healthy, safe and active?</i> • <i>What influences my decisions and actions to be healthy, safe and physically active?</i> • <i>What are the different ways we can move our body?</i> <p>The strand <i>Healthy, Safe and Active Lifestyles</i> 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 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. The strand <i>Movement Skill and Performance</i> focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance.</p>	<p style="text-align: center;">CAPA Visual Arts</p> <p>Students will make artworks representing both real and imagined situations exploring a range of techniques and media. They will discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.</p>

<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 style="text-align: center;">Learning to use School Devices within a school network environment</p> <p>Year 2 students attend weekly computer lessons in the computer lab as part of the Year 2 RFF program.</p> <ul style="list-style-type: none"> How do we use Macintosh and Windows school devices to start online learning at school? <p>Students learn how to navigate Macintosh and Window computers to navigate the device and software they will use during the year.</p> <p style="text-align: center;">Science and Technology - <u>Digital Technologies</u></p> <ul style="list-style-type: none"> What components make up a digital system? <p>Year 2, investigate digital systems and the components(hardware and software) that help us communicate in the form of data(image, text and sound).</p>	<p style="text-align: center;">LIBRARY</p> <p><u>Library organisation and skills</u>: Students learn how to read and use call stickers on library books to better select and identify books for pleasure.</p> <p><u>Library lessons</u>: Students learn how to;</p> <ul style="list-style-type: none"> Locate letters on a keyboard and use them to sign in and out of a Windows computer/laptop. Year 1 - 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. Year 2 - Use navigation pathways, including hyperlinks, within Oliver Library and Google Classroom to extract essential information to support reading fluency and enhance meaning when reading digital texts 	<p style="text-align: center;">CLOTE - Greek</p> <p>Students learn to:</p> <ul style="list-style-type: none"> Sing songs about 25th of March and Easter, e.g. Feggaraki Mou Lambro andI Kyra Sarakosti Forai <p>Students learn about:</p> <ul style="list-style-type: none"> the name and sounds of the Greek alphabet and syllables different types of clothing in the Greek culture Customs relating to the Easter celebration i.e Kyra Sarakosti used as a calendar
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PROGRAMS, EVENTS AND EXCURSIONS

Whole School Buddy Program
Premier's Reading Challenge opens 26/2/24
School Photos
Harmony Day
Easter Hat Parade