

# Stage 1 Overview 2021

KLA	Term 1	Term 2	Term 3	Term 4
<b>Writing</b>	Students will be guided through the writing cycle to plan, draft, review, edit and publish texts according to the purpose and audience of their writing.			
	<p><b><i>A journey through time</i></b> Students compose an imaginative text comparing dwellings past and present.</p>	<p><b><i>The Circle of Life</i></b> Students make observations of how they have changed overtime. This then translates to Science and observations of plants and animals.</p>	<p><b><i>Eat Smart for Your Heart</i></b> Students explore healthy lifestyle choices and write a persuasive text, using emotive and high modality words.</p>	<p><b><i>We Go Together</i></b> Students make connections to science units. They investigate how 'mixing things up' can change the outcome and identify examples in texts.</p>
	<p><b><i>Relationships</i></b> Students explore relationships and the different roles in life authoritative vs submissive and identify how roles are defined within families and amongst friends.</p>	<p><b><i>I've Got a Feeling</i></b> Students learn how to explore emotions, positive and negative, and learn to regulate their responses to such emotions.</p>	<p><b><i>We are the Champions</i></b> Students identify strengths of characters, acts of courage and humour in texts and compose a book review.</p>	<p><b><i>From Script to Screen</i></b> Students learn that characters are constructed through different modes and media. Characters reflect lived experience and invite positive or negative responses.</p>
<b>Spelling</b>	Students will develop their phonemic and phonological understanding, to use sound-letter correspondences to attempt to spell familiar words. They will consolidate their knowledge of letter-sound correspondences and blend phonemes (sounds) together. Students learn to identify and produce spelling words drawing on their knowledge of graphemes. Their spelling words will consist of high-frequency words, spelling focus words and topic words drawn from content being covered in other Key Learning Areas.			
<b>Reading</b>	Students will continue to develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonological awareness, to make meaning from short, predictable texts on familiar topics. They will engage in modelled and guided reading activities in which explicit instructions will be given. Students will read with their teacher in small-group instruction.			
<b>Grammar</b> (Sentence Study)	Students will be taught grammar through the Sentence Study program. They will identify grammatical features in a given sentence, guided by the teacher to change one part, and demonstrate their understanding by replacing a feature, such as a verb, with another verb of their choice. Each term, students will learn about the following grammatical features:			
	<p><i>nouns, verbs, pronouns, time connectives, capital letters used for proper nouns, question mark, exclamation mark and commas</i></p>	<p><i>coordinating conjunctions, articles, word families, clause, subject-verb agreement, adjectives, and noun groups</i></p>	<p><i>compound sentences, prepositions, verbs, noun-pronoun agreement, adverbs, paragraph, synonyms, quoted (direct) speech, and reported (indirect) speech.</i></p>	<p><i>antonyms, creative language features, compound words, adverbial phrases, base words, concrete nouns, abstract nouns, prefixes and suffixes.</i></p>
<b>Handwriting</b>	Students will develop basic skills of writing, including correct pencil grip, posture and handwriting movements and accurate use of alternative writing tools, such as a keyboard or iPad, to form some lower-case and upper-case letters and numerals.			
<b>Mathematics</b>	Students will develop their knowledge, skills and understanding of the following topics:			
	<p><i>Week 1: Content and skills review</i> <i>Week 2: Content and skills review</i></p>	<p><i>Week 1: Fractions and Decimals</i> <i>Week 2: Time</i> <i>Week 3: Multiplication and Division</i></p>	<p><i>Week 1: Data</i> <i>Week 2: Multiplication and division</i> <i>Week 3: Revision/ Consolidation</i></p>	<p><i>Week 1: Mass</i> <i>Week 2: Whole Number</i> <i>Week 3: Volume and Capacity</i></p>

	<p><i>Week 3:</i> Position  <i>Week 4:</i> Whole Number  <i>Week 5:</i> Length  <i>Week 6:</i> Addition and Subtraction  <i>Week 7:</i> 3D Space  <i>Week 8:</i> Patterns and Algebra  <i>Week 9:</i> Addition and Subtraction  <i>Week 10:</i> Multiplication and Division</p>	<p><i>Week 4:</i> Whole Number  <i>Week 5:</i> Volume and Capacity  <i>Week 6:</i> Addition and Subtraction  <i>Week 7:</i> Consolidation  <i>Week 8:</i> Addition and Subtraction  <i>Week 9:</i> Whole Number  <i>Week 10:</i> Revision/Consolidation</p>	<p><i>Week 4:</i> Area  <i>Week 5:</i> Addition and Subtraction  <i>Week 6:</i> Patterns and Algebra  <i>Week 7:</i> 2D Space  <i>Week 8:</i> Whole Number  <i>Week 9:</i> Time  <i>Week 10:</i>  <i>Year 1:</i> Addition and Subtraction  <i>Year 2:</i> Multiplication and Division</p>	<p><i>Week 4:</i> Revision/ Consolidation  <i>Week 5:</i> Addition and Subtraction  <i>Week 6:</i> Fractions and Decimals  <i>Week 7:</i> Chance  <i>Week 8:</i> Data  <i>Week 9:</i> Consolidation  <i>Week 10:</i> Consolidation</p>
<b>History</b>	<p>Students will explore the history of the local area including Glendenning Public School. Students will also learn about the effects of changing technology over time on everyday lives.</p>			
<b>Geography</b>			<p>Students will explore features of different places and how these areas can be used. Students will also learn how to care for different places.</p>	
<b>Science &amp; Technology</b>	<p><b><i>Living World</i></b>  Students will explore the features of plants and animals. They will learn about the needs of living things and how these needs are met.</p>	<p><b><i>Earth and Space</i></b>  Students will learn about weather, seasons, and the changes that occur in the sun and moon.</p>	<p><b><i>Physical World</i></b>  Students will investigate how products use energy and forces, such as push and pull, to enable movement.</p>	<p><b><i>Material World</i></b>  Students will investigate and explore a range of materials that can be used for different purposes.</p>
	<p><b>Digital Technology</b></p>			
<b>Creative Arts</b>	<p><b><i>Visual Arts</i></b>  Students will explore, recognise and appreciate artworks that represent experiences of real and imaginary things. Students identify what artists are, what they do and what they make and interpret the meaning of artworks.</p>	<p><b><i>Music</i></b>  Students will learn about beat, rhythm and movement, and how to create these using body percussion and musical instruments. Students will learn to sing, chant and express the mood of a song using their voice and musical instruments.</p>	<p><b><i>Drama</i></b>  Students will learn to explore role interactions in a variety of dramatic situations through these forms of drama: improvisation, movement, mime, storytelling, readers theatre and puppetry. They will also communicate and express their everyday and imagined experiences in drama as a way to create meaning about them. They will also learn to make decisions about role, situation, space, voice and movement.</p>	<p><b><i>Dance</i></b>  Students will explore different body movements, by performing, composing and appreciating through the elements of action, dynamics, time, space, relationships and structure.</p>
<b>PDH</b> (Personal Development/ Health)	<p><b>Who am I?</b>  Students learn to explain their own identity and their strengths</p>	<p><b>How does my body change?</b>  Students will explain how their body has changed over time, and the body parts of the human body.</p>	<p><b>How can I have positive relationships with others?</b>  Students will learn how to begin and maintain positive relationships with others.</p>	<p><b>How do others stay safe and healthy?</b>  Students will learn about other people in the community, and how</p>

				they maintain their health and safety.
<b>Bounce Back</b>	<p><b>Success</b> Students will develop skills that lead to successful goal achievement (goal setting, growth mindset, overcoming obstacles); identify their positive character and ability strengths.</p>	<p><b>Courage</b> Students will develop their ability to find courage in both everyday life and difficult circumstances.</p>	<p><b>Relationships</b> Students will develop social skills for making and keeping friends and managing conflict.</p>	<p><b>Social Values</b> Students will learn about Inclusion, kindness, cooperation, friendliness, being respectful to others and self-respect.</p>
<p><b>PE</b> (Physical Education)</p>	<p><b>Athletics</b> This unit aims to introduce the skills needed for students to participate in the events held at an athletics carnival. The focus is on skill development rather than competition. The skills covered throughout the program include:</p> <p><b>Running</b> - opposite arm swinging, balance/coordination, shuttle relay, baton passing and sprinting  <b>Long Jump</b> - run up, body movements, landing  <b>High Jump</b> - scissor jump  <b>Throwing:</b> Discus and shot put technique</p>	<p><b>Gymnastics and Daily Fitness</b> Students will further consolidate their fundamental movement skills, including balancing, jumping and rolling, and incorporate these into a sequence to create a performance. During daily fitness, students will perform a range of movement sequences for short periods of time, to improve their overall fitness.</p>	<p><b>Fundamental Movement Skills</b> Students will further learn to develop and correctly perform their fundamental movement skills, including hopping, side galloping, leaping, overarm throwing, kicking, and dodging. They will learn to value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities.</p>	<p><b>Dance</b> Students will apply movement concepts to create and perform movement sequences to music demonstrating changes in speed, direction and level of movement in response to changes in music tempo, such as in rhythmic and expressive activities .</p>
<p><b>Homework and Home Readers</b></p>	<p>Homework will commence in Term 1 Week 5 and continue until Term 4 Week 5.</p> <p><b>Year 1:</b> Journal writing: students are expected to write one page in their journal Monday to Thursday and return their homework on Friday.</p> <p><b>Year 2:</b> Homework will vary each term, but will include spelling activities, simple writing tasks, mathematics, preparing for the public speaking competition and the Spelling Bee. Homework is sent home on Monday and is due on Friday.</p> <p>Your child will also bring home a home reader book each night from Monday to Thursday (provided they return their book each day and have a bag to put their book in). Books will not be sent home on Friday.</p>			