

## Glendenning Public School

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### Stage 1 Overview 2022

Please email or phone the school office to make an appointment to speak with your child's class teacher or team leader:

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| ● Stage 1 Assistant Principal - Ms A. Nguyen | ● 1J - Mrs S. Jansen                                      | ● 1W - Mrs D. Wursten  |
| ● 2N Miss V. Nguyen                          | ● 2T - Mrs J. Turner (Mon-Thu) and Miss J. Eagleton (Fri) | ● 2S - Miss S. Shariff |

| KLA            | Term 1  | Term 2   | Term 3  | Term 4   |
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| <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.  |  |   |  |
|                | <u>Emotions - Informative text</u><br>Students will analyse and compare the emotions of themselves, their peers, families members of present and past and characters of text. Students reflect on their first day of school this year and write about their emotions through a recount. | <u>Safety in Numbers - Informative Text</u><br>Students learn how to keep themselves and others safe. They explore and identify important people and strategies that others use, to ensure their safety. Students use their understanding of safe practices to inform and persuade others. | <u>Oh the places you'll go - Informative Text</u><br>Students learn how to plan and compose simple texts for a variety of purposes on familiar topics for known readers. Students identify how language use in their own writing differs according to their purpose, audience and subject matter. | <u>Awaken the Senses - Poetry</u><br>Students explore their five senses to appreciate and interact with their environment. Students will engage in writing poems, such as <i>Free Verses, Acrostic or Cinquain</i> . Students learn to include creative language features, including rhyming words, alliteration, to create imagery. |
|                | <u>Life Stories - Informative Text</u><br>Students will discover the lives of living things, such as animals and plants and write an informative text about a chosen topic.   | <u>Water, Water Everywhere - Persuasive Text</u><br>Students will develop an understanding of water as a natural resource. They will investigate and understand issues of  | <u>Change - Imaginative Text</u><br>Students will explore aspects and examples of change that occurs in their environment (either physical or personal). Students will write an imaginative text to depict the  | <u>Positive Thinking - Persuasive Text</u><br>Students will understand the persuasive texts are written from a point of view. They are invited to express their perspective and support their decisions with   |

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|                    |   | environmental and social sustainability, to communicate information and to advocate action to improve sustainability.   | changes that have occurred in their story.   | reasons. Students will learn to use low and high modality words to persuade an audience.  |
| <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. They will also engage in independent reading by selecting texts to read for enjoyment.   |   |  |   |
| <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. Year 2's spelling words will consist of high-frequency words and spelling focus words. Year 1's spelling words include Tricky Words, and spelling focus words.  |   |  |   |
| <b>Grammar</b>     | Students will be taught grammar through a <i>Sentence Study</i> 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, (for example, 'I am <b>running</b> .' may become 'I am <b>hopping</b> .) Students independently compose a sentence that follows the same structure. Each term, students will learn about the following grammatical features:   |   |  |   |
|                    | <p><b>Nouns</b> (common and proper nouns eg. chair and Mary)</p> <p><b>Verbs</b> (action verbs, doing words, run, running. read, etc.)</p> <p>Pronouns (eg. I, my, He, She, We, They, their, etc.)</p> <p><b>Time connectives</b> (first, next, then, finally, etc.)</p> <p><b>Capital letters</b> (for proper nouns)</p> <p><b>Question mark (?)</b></p> <p><b>Exclamation mark (!)</b></p> <p><b>Conjunctions</b> (and, so, but, then, etc. to join sentences together)</p> <p><b>Commas</b> (to separate items on a list eg. I like cats, dogs, fish and birds.)</p> <p><b>Articles</b> (a, an, the).</p> <p>Example:<br/>I can see <b>a</b> car. <b>The</b> car is red.<br/>I see <b>an</b> umbrella.</p> | <p><b>Word families</b> (words linked because they deal with the same topic)</p> <p><b>Clause</b> (a complete message or thoughts expressed in words.)</p> <p><b>Subject - Verb agreement</b> (e.g I do, she does, we have, he has, etc.)</p> <p><b>Adjectives</b> (describe the sizes, colours, emotions, quantitative)</p> <p><b>Noun groups</b> (eg. one beautiful, sunny summer day).</p> | <p><b>Compound sentences</b> (two sentences joined together by a conjunction, eg. The bells rang <u>and</u> the children went home.)</p> <p><b>Prepositions</b> (below, above, etc.)</p> <p><b>Verbs</b> (thinking verbs eg. wonder)</p> <p><b>Noun-pronoun agreement</b> (eg. The <u>girl</u> ate <u>her</u> lunch.)</p> <p><b>Adverbs</b> (eg. really, loudly, etc.)</p> <p><b>Paragraph</b></p> <p><b>Synonyms</b> (eg. big - huge, large, massive, enormous, etc.)</p> <p><b>Quoted (direct) speech</b> (eg. Kim said, "I want to go home.")</p> <p><b>Reported (indirect) speech</b> (eg. Kim said that she wanted to go home.)</p> | <p><b>Antonyms</b> - words that have opposite meanings</p> <p><b>Creative language features</b> (alliteration, onomatopoeia)</p> <p><b>Compound words</b> - two words combined to create a longer word, eg. butter + fly = butterfly</p> <p><b>Adverbial phrases</b> - adds more information about the main clause.</p> <p><b>Base words</b> - eg. happy (other words such as happiness, happier, happiest are created from the base word, happy.)</p> <p><b>Prefixes</b> - attached to the <b>beginning</b> of a base word to change the meaning, eg <u>un</u>happy</p> <p><b>Suffixes</b> - attached to the <b>end</b> of a base word to change the meaning, eg happily</p> |
| <b>Handwriting</b> | In Handwriting, students are taught to form letters using the NSW Foundation Style, with emphasis being placed on the correct placement of paper, pencil grip and posture. Each week a focussed grapheme (linked to spelling program) is taught. Each formal handwriting lesson includes a long date,   |   |  |   |

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|                              | one row of the focussed grapheme in lower-case letters, one row of the grapheme in upper-case letters, a row with some words containing the grapheme, a sentence comprising of the focussed words, and a row of a selected numeral.  |  |   |  |
| <b>Mathematics</b>           | Students will be developing their knowledge, skills and understanding of the following topics:   |  |   |  |
|                              | <i>Week 3:</i> Position<br><i>Week 4:</i> Whole Number<br><i>Week 5:</i> Length<br><i>Week 6:</i> Addition and Subtraction<br><i>Week 7:</i> 3D Objects<br><i>Week 8:</i> Patterns and Algebra<br><i>Week 9:</i> Addition and Subtraction<br><i>Weeks 10 &amp; 11:</i> Revision & Consolidation  | <i>Week 1:</i> Time<br><i>Week 2:</i> Fractions and Decimals<br><i>Week 3:</i> Multiplication and Division<br><i>Week 4:</i> Data<br><i>Week 5:</i> Volume and Capacity<br><i>Week 6:</i> Addition and Subtraction<br><i>Week 7:</i> Whole Number<br><i>Week 8:</i> Addition and Subtraction<br><i>Week 9:</i> Whole Number<br><i>Weeks 10:</i> Consolidation & Assessment | <i>Week 1:</i> Multiplication and Division<br><i>Week 2:</i> Area<br><i>Week 3:</i> Assessment/ Consolidation<br><i>Week 4:</i> Addition and Subtraction<br><i>Week 5:</i> Patterns and Algebra<br><i>Week 6:</i> 2D Space<br><i>Week 7:</i> Whole Number<br><i>Week 8:</i> Time<br><i>Week 9:</i> Addition and Subtraction<br><i>Weeks 10:</i> Revision & Consolidation  | <i>Week 1:</i> Mass<br><i>Week 2:</i> Whole Number<br><i>Week 3:</i> Volume and Capacity<br><i>Week 4:</i> Chance<br><i>Week 5:</i> Addition and Subtraction<br><i>Week 6:</i> Fractions and Decimals<br><i>Week 7:</i> Data<br><i>Week 8:</i> 2D Space<br><i>Weeks 9 &amp; 10:</i> Revision & Consolidation |
|                              | <u>Number Talks</u><br>Number Talks are a short 10-15 minute mini lesson where students build their capacity to think flexibly to solve a variety of number questions. The tasks are typically open ended, or allow for various previously taught strategies to be applied and for all students to access the teaching content, irrespective of their skill level.   |  |   |  |
| <b>History and Geography</b> | <b>History - Past and Present Family Life</b><br><b>Term 1</b><br>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.<br><b>Term 2</b><br>Students will compare their daily lives with those of their families at similar ages. Students classify the differences and similarities in elements, such as family traditions, leisure time and modes of communication. |  | <b>Geography - People and Places</b><br><b>Term 3</b><br>Students will explore places across a range of scales within Australia and Australia’s location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally. Students identify factors affecting people’s accessibility to places.<br><b>Term 4</b><br>Students will explore Australia’s location in the world and its tourism-based links with China and South Africa. They describe connections people have with places and identify factors affecting people’s accessibility to places. In doing so, students develop their knowledge of places and compare their connections with those of their peers. |  |
|                              | <b>Science &amp; Tech</b>  | <u>Living World - Watch it Grow!</u><br>The “Watch it grow!” unit provides opportunities for students to explore the growth of   | <u>Earth and Space - Water Works</u><br>Students develop their understanding of and appreciation for water as a precious, natural   | <u>Physical World - Look! Listen!</u><br>Students develop an understanding, and appreciation for, how light, heat and sound  |

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|                      | <p>a range of living things and explore the processes of growth and change, of reproduction and death that apply to all animals. Through hands-on activities and investigations, students compare the growth of living things under different conditions.</p>   | <p>resource. Students will identify how water is used in their home or in a classroom, the responsible use of water, and explore a rain simulation of water falling on different ground surfaces.</p>   | <p>sources are produced. Furthermore, students explore how light, heat and sound is present in our lives and the community.</p>   | <p>if there are any physical changes. Students will make observations, predictions and questions about changes that occur with materials.</p>  |
|                      | <p><u>Digital Technology</u><br/>Students will identify hardware and software components of digital systems. They will identify a variety of uses for digital systems. Students will communicate, collaborate and share information safely, using digital system</p>  |   |   |  |
| <b>Creative Arts</b> | <p><u>Visual</u><br/>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><u>Music</u><br/>Students will identify and make a variety of sounds with their voices, bodies, objects and instruments, and explore how these sounds can be changed and expressively used in response to a stimulus. They will learn to recognise different sounds and identify which instruments are making them, and how..</p>                                    | <p><u>Drama</u><br/>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><u>Dance</u><br/>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>           | <p><u>How am I feeling?</u><br/>Students will learn to identify their emotions, and how to respond positively in different situations. They will identify and understand their body's reactions to safe and unsafe situations. Students will roleplay to demonstrate how to react in unsafe situations.</p> | <p><u>Child Protection</u><br/><u>How does my body change?</u><br/>Students will explain how their body has changed over time, and the body parts of the human body.<br/><u>Who helps in my community?</u><br/>Students will identify people in the community that they can trust to help them if they feel unsafe, hurt or threatened.<br/><u>Child Protection</u></p> | <p><u>How can I keep myself healthy?</u><br/><i>Year 1 - Healthy Lifestyle</i><br/><i>Year 2 - Growth and Development</i><br/>Students will 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</p>  | <p><u>How can I avoid potential hazards?</u><br/><b>(Road and Home Safety)</b><br/>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. They will engage with a range of health issues and identify strategies to keep them healthy, safe and active. Students will identify safe and</p> |

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|                    |   | <p><u>How do I keep my body safe?</u></p> <p>Students will engage with and explore these questions: “how can I be responsible for my own, and others’ health, safety and wellbeing?”, and “how can I act to help make my environment healthy, safe and active?”. They will describe situations where they are required to make healthy or safe decisions and understand that you can have different feelings and reactions, in different situations.</p> | <p>to keep them healthy, safe and active.</p>  | <p>unsafe actions around water, and explain why it is important to follow water safety rules. They will identify sun safe practices and health issues arise from the sun, and learn how to apply sun safe actions.</p>  |
| <b>Bounce Back</b> | <p><u>Relationships &amp; Core Values</u></p> <p><i>Concepts covered in Term 1:</i></p> <ul style="list-style-type: none"> <li>- Getting along with others</li> <li>- Good and bad ways to disagree</li> <li>- Being a good friend</li> <li>- Sharing Friends</li> <li>- Being fair</li> <li>- Being responsible</li> </ul>   | <p><u>Core Values &amp; Success</u></p> <p><i>Concepts covered in Term 2:</i></p> <ul style="list-style-type: none"> <li>- It’s okay to be different</li> <li>- What are you good at?</li> <li>- What are your Strengths?</li> <li>- Solving problems</li> <li>- Believe in yourself and have a go</li> <li>- Mistakes help you learn</li> </ul>   | <p><u>Safe &amp; Humour</u></p> <p><i>Concepts covered in Term 3:</i></p> <ul style="list-style-type: none"> <li>- What is bullying?</li> <li>- How to help someone</li> <li>- What makes you laugh?</li> <li>- Use humour to help, not to hurt</li> <li>- Humour can make you feel better</li> </ul>  | <p><u>Core Values &amp; Look and the bright side</u></p> <ul style="list-style-type: none"> <li>- Looking on the Bright side</li> <li>- Things always get better</li> <li>- Happy memories help us bounce back</li> <li>- Be a Positive Tracker</li> <li>- Being hopeful</li> </ul> |
| <b>PE</b>          | <p><u>Athletics</u></p> <p>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</p> <p><b>Long Jump</b> - run up, body movements, landing</p> <p><b>High Jump</b> - scissor jump</p> <p><b>Throwing:</b> discus and shot put techniques</p> | <p><u>Gymnastics and Daily Fitness</u></p> <p>Students will perform fundamental movement skills, including balancing, jumping and rolling, and identify how they relate to gymnastics. During daily fitness, students will perform a range of movement sequences for short periods of time, to improve their overall fitness.</p>  | <p><u>Fundamental Movement Skills</u></p> <p>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><u>Dance</u></p> <p>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>            |

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| <p><b>Homework</b></p>        | <p>Homework will commence in Term 1 Week 6 and continue until Term 4 Week 5.</p> <p><b>Year 1:</b> Terms 1-4: Home readers. Beginning Term 3: 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 competition. 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>  |
| <p><b>Important Dates</b></p> | <ul style="list-style-type: none"> <li>● School Photo (K-2 Class Photos, Stage 1 Dance Group, Family and Sibling Photos) : Thursday 31st March, 2022</li> <li>● Harmony Day: Monday, 21st March, 2022. Please wear orange.</li> <li>● Gymnastic lessons: Term 2, every Friday</li> <li>● Mother's Day Stall: Thursday, 12th May, 2022</li> <li>● Year 1 excursion to Arms of Australia Inn Museum: Wednesday, 8th June, 2022</li> <li>● Year 2 excursion to Arms of Australia Inn Museum: Thursday, 9th June, 2022</li> <li>● Jeans for Genes Day: Friday, 5th August, 2022</li> <li>● K-2 Public Speaking: Tuesday, 30th August, 2022</li> <li>● Father's Day Stall: Thursday, 1st September, 2022</li> <li>● Year 2 Sleepover: Thursday, 22nd September, 2022</li> <li>● Grandparents Day: Monday, 31st October, 2022</li> <li>● K-2 Spelling Bee: Friday, 25th November, 2022</li> <li>● Presentation Day: Tuesday, 13th December, 2022</li> </ul> |