

**English**  
**Writing:** Recognise and use capital letters and full stops, quotation/talking marks, exclamation marks, question marks, apostrophes for possession and contraction, nouns, verbs, adjectives, compound sentences and conjunctions. Understand how to use digraphs, long vowels, blends and silent letters to spell words. Understand how to use syllabification to break up simple words and use visual memory to write irregular words. Focus on Procedural and Explanation texts. Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for audiences. Reread and edit text. Write legibly and with growing fluency using unjoined upper case and lower case letters. Construct texts featuring print, visual and audio elements.  
**Reading:** Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose. Know some features of text organisation including page and screen layouts and alphabetical order. Understand that simple connections can be made between ideas by using a compound sentence. Identify visual representations of characters' actions, reactions, speech and thought processes in narratives. Recognise sound-letter matches in text. Discuss different texts on a similar topic, identifying similarities and differences between the texts- Focus on Procedural and Explanation texts. Read less predictable texts using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting. Use comprehension strategies to build meaning and begin to analyse texts  
**Speaking and Listening:** \* Show and Tell. Understand the use of vocabulary about familiar and unfamiliar topics and begin to make conscious choices of vocabulary to suit audience and purpose  
 Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context. Identify language that can be used for appreciating texts and the qualities of people and things  
**Word/Letter Study:** \* Weekly sound study, e.g.: a-e long a vowel sound in cake. \* Sight words/ high frequency words on cue cards, word wall. \* Spelling Station.  
**Literature:** \* Books for enjoyment. \* Partner Reading. \* Focus on making connections through books\* Shared Big Books relating to sight words and themed topics.

**Mathematics**  
**Number and Algebra:** \*Count collections to 100 by partitioning numbers using place value \* Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. \* Represent and solve simple addition and subtraction problems using a range of strategies including counting on, portioning and rearranging parts.  
**Measurement and Geometry:** \* Describe duration using months, weeks, days and hours.  
 \*Measure and compare the lengths and capacities of pairs of objects using uniform informal units. **with Mr Tonkin**  
**Statistics and Probability:** \* Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays.

**Health and Physical Development**  
 \* Dance and Whole School Run. \* Developing independence through routines at drop off and pack up time. \* Busy Bee jobs promoting team work.  
**Physical Education with Mr Tonkin**

- A.A.S.C. features AFL & Netball during T. 2 therefore associated motor skills, rules & teamwork will also be covered within our P.E. program.
- Jump Rope skills (skipping) will be practised leading up to our 'Jump Rope for Heart' day which promotes the health benefits of vigorous exercise.

**MARC Van**  
**MARC teacher to advise**

**Humanities 'Pets' with Mr Tonkin**  
 \* Living things have a variety of external features  
 \* Living things live in different places where their needs are met \* 'Living Safely with Pets' program.



**Thinking Processes**  
 \* Develop De Bono's Thinking Hats –\* Use of Circle time to teach emotional intelligence and resolution of classroom, playground and individual issues. \* Social games learning to problem solve and play together through student led communication.

**Personal Learning**  
 \* Begin to take responsibility for managing own time and resources.

**Art**  
 \*Complete Mother's Day gifts  
 \*Exploring Textiles



**ICT**  
 \*Class and individual use of Interactive White Board.  
 \* Using Study Ladder for letter recognition lessons.  
 \* Ipads bedded into whole curriculum  
 \* Recognise parts of the computer – mouse, keyboard, screen.



**Interpersonal Development with Mr Tonkin**  
 \*Working in Teams e.g. P.E. \* Work in pairs and small groups to complete structured activities

