

**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 with Mr Tonkin**  
iMaths Investigations have been introduced across the school this term. iMaths is an enquiry learning program. Topics covered this term through the following investigations 'How Do I Measure Up?' and 'Big Spender' are:  
**Number and Algebra:** \* Rounding to 10 \* Mental strategies for subtraction \* Written strategies for subtraction \* Subtraction to three digits \* Reciprocity of subtraction and addition \* Australian currency \* Equivalent values of money \* Tendering cash \* Giving change \* Simple budgets  
**Measurement and Geometry:** \* Describe duration using months, weeks, days and hours \* Measurement with metres \* Measurement with centimetres, grams, kilograms & informal volume units  
**Statistics and Prob.:** \* Column graphs \* Interpreting graphs

**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.

**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.



**MARC Van**  
MARC teacher to advise

**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

