

Term 2 Curriculum Overview

Year 1

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 April 15	Data Counting	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Conventions - Grammar & Punctuation Conventions - Spelling Organisation Word Choice	<p style="text-align: center;"><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p>Value focus: <i>Resilience</i> Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Be optimistic ● Accept and adapt ● Growth mindset ● Be courageous ● Bounce back <p style="text-align: center;"><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p>Topic 3: Positive Coping</p> <p>Topic 4: Problem Solving</p> <p style="text-align: center;">Topic 5: Stress Management</p>	<p><u>Places and Our Connection to Them</u></p> <p>Enduring Understanding: All places have unique features and can be cared for in different ways.</p>
Week 2 April 22	Data Counting	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Conventions - Grammar & Punctuation Conventions - Spelling Organisation Word Choice		
Week 3 April 29	Counting Number Sequences	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Conventions - Grammar & Punctuation Conventions - Spelling Organisation Word Choice		
Week 4 May 6	Counting Number Sequences	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Conventions - Grammar & Punctuation Conventions - Spelling Organisation Word Choice		
Week 5 May 13	Counting Number Sequences Directions	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Conventions - Grammar & Punctuation Conventions - Spelling Organisation Word Choice		
Week 6 May 20	Counting Number Sequences Directions	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Conventions - Grammar & Punctuation Conventions - Spelling Organisation Word Choice		
Week 7 May 27	Fractions Directions	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Conventions - Grammar & Punctuation Conventions - Spelling Organisation Word Choice		

Week 8 <i>Jun 3</i>	Fractions 2D shape	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Conventions - Grammar & Punctuation Conventions - Spelling <i>Organisation</i> <i>Word Choice</i>		
Week 9 <i>Jun 10</i>	Fractions 2D Shape	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Conventions - Grammar & Punctuation Conventions - Spelling <i>Organisation</i> <i>Word Choice</i>		
Week 10 <i>Jun 17</i>	Fractions 3D Objects	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Conventions - Grammar & Punctuation Conventions - Spelling <i>Organisation</i> <i>Word Choice</i>		
Week 11 <i>Jun 24</i>	Fractions 3D Objects	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Conventions - Grammar & Punctuation Conventions - Spelling <i>Organisation</i> <i>Word Choice</i>		

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.

*Where learning cycles are outlined to be completed is where post-testing is likely to occur.
Teaching teams also engage with formative assessment throughout learning cycles with students.*

Term 2 Curriculum Overview: Mathematics

Year 1

	Essential Learning	Learning Targets
Week 1-2	<p style="text-align: center;">Data</p> <p>Students collect data, and represent and interpret different data displays.</p>	<ul style="list-style-type: none"> → I can make statements that describe a data display → I can represent my data by drawing or creating a simple display → I can use a suitable method for collecting data → I can choose a survey question that will gather appropriate responses
Week 1-6	<p style="text-align: center;">Counting</p> <p>Students connect number names and numerals to count collections up to 120</p>	<ul style="list-style-type: none"> → I can count collections to 120 by grouping numbers into their place value parts → I can connect number names and numerals up to 120, and locate them on a number line → I can identify numbers that come 'before', 'after' and 'between' given numbers to 120 → I can recall the backward number word sequence from 120, from any starting point → I can recall the forward number word sequence to 120, from any starting point
Weeks 3-6	<p style="text-align: center;">Number Sequences</p> <p>Students investigate, describe and continue number patterns created by skip counting by 2s, 5s and 10s.</p>	<ul style="list-style-type: none"> → I can use my knowledge of skip counting to count collections → I can skip count by 5s, starting from zero → I can skip count by 10s, starting from zero → I can skip count by 2s, starting from zero
Weeks 5-7	<p style="text-align: center;">Directions</p> <p>Students give and follow directions to familiar locations</p>	<ul style="list-style-type: none"> → I can give directions to familiar locations using appropriate language of direction, including turns, direction and distance (forward, under, through, clockwise, anticlockwise) → I can follow directions correctly to get to familiar locations when given appropriate language of direction
Weeks 7-11	<p style="text-align: center;">Fractions</p> <p>Students recognise and create different representations of one half.</p>	<ul style="list-style-type: none"> → I can identify different representations of halves → I can share a collection into two equal groups (halves) → I can split a shape into two equal parts (halves) → I can explain halves as two equal parts of a whole
Weeks 8-9	<p style="text-align: center;">2D Shape</p> <p>Students recognise and classify familiar 2D shapes.</p>	<ul style="list-style-type: none"> → I can classify shapes based on their attributes and features (e.g. sides, corners) → I can identify sides and corners on common 2D shapes (circle, triangle, square, rectangle)
Weeks 10-11	<p style="text-align: center;">3D Objects</p> <p>Students recognise and classify familiar 3D objects.</p>	<ul style="list-style-type: none"> → I can explain the difference between a 2D shape and a 3D object → I can classify objects based on their attributes and features (e.g. faces, edges, vertices) → I can identify faces, edges and vertices on common 3D objects (sphere, cube, cone)

Term 2 Curriculum Overview: Reading

Year 1

	Essential Learning	Learning Targets
Week 1-11	Decoding & MSV I know the relationship between sounds and letters and I can use each of the 'Good Readers' skills to solve new words.	Using an 'at level' text I can: <ul style="list-style-type: none"> → I can self correct if my reading doesn't look right, sound right or make sense. → I can select the most effective strategies to read an unknown word. → I can read blends by putting two letters together to make one sound → I can read the first 200 Oxford High Frequency words within a text, without decoding strategies.
	Comprehension: Students use comprehension strategies to build literal and inferred meaning.	<ul style="list-style-type: none"> → I can use the front cover to make a reasonable prediction. → I can connect what I read with my prior knowledge. (Text-self/text). → I can visualise to help me understand what I read. → I can find the answer to questions in a text. → I can ask questions before, during and after reading a text. → I can retell a known text in detail. → I can discuss my personal preferences for texts. → I can use clues in a text and my prior knowledge to answer questions. (inferring) → I can infer characters' feelings in a text.
	Fluency: Students identify and read word phrases as groups of words with fluency and confidence.	Reading a seen 'at level text': <ul style="list-style-type: none"> → I can read with expression. → I can use punctuation to guide my reading. Eg full stops, commas, question marks, and exclamation marks. → I can read like I am talking. → I can read at an appropriate rate. → I can read accurately, with some self corrections.
	Text Structure & Purpose: Students use their growing knowledge of context, text structure, purpose and language features to help them comprehend.	<ul style="list-style-type: none"> → I can describe differences between fiction and nonfiction/factual texts. → I understand that texts have different purposes.

Term 2 Curriculum Overview: Writing

Year 1

	Essential Learning	Learning Targets
Weeks 1-11	<p style="text-align: center;">Ideas: The piece's content – its central message and details that support that message</p>	<ul style="list-style-type: none"> → I can convey a message using words and phrases, to inform. → I can use details to expand upon my message, topic, events and ideas → I can include more than one related idea in a piece of writing. → I can convey a message using words and phrases to entertain. → I can describe the audience and purpose of my writing pieces
	<p style="text-align: center;">Conventions - Grammar & Punctuation: The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.</p>	<ul style="list-style-type: none"> → I can reread my writing to check for the correct use of capital letters and full stops, and some question marks and exclamation marks. → I am beginning to write coherent, simple sentences with subject/verb/object agreement to express an idea or event → I am beginning to use question marks or exclamation marks in my writing to ask questions, express emotions or give commands.
	<p style="text-align: center;">Organisation: The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> → I am beginning to use basic text connectives such as: 'and' 'then' to sequence ideas and events across my writing. → I am beginning to sequence my sentences to reflect a logical flow of ideas within my writing → I am beginning to include structural features in my writing →
	<p style="text-align: center;">Word Choice: The specific vocabulary the writer uses to convey meaning and enlighten the reader</p>	<ul style="list-style-type: none"> → I can use simple words to add clarity to ideas (e.g. modifying and qualifying words such as 'very') → I can use a small range of verbs to represent processes (relating verbs - is, are; action verbs - ran) → I am beginning to use adjectives within basic noun groups to build description. → I consistently use adjectives to add meaning to my writing by describing qualities or features (red, small, long). → I can use words in my writing that I have adopted from other writers
	<p style="text-align: center;">Conventions - Spelling: The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.</p>	<ul style="list-style-type: none"> → Spells simple words with split digraphs correctly (e.g. blame, tide) → I can differentiate between short and long vowel sounds → I am beginning to use learnt consonant digraphs to spell simple words (Eg. sheep, tooth) → I can correctly write two-letter consonant blends in words → I can represent all phonemes when attempting to spell one and two syllable words → I can use morphemic knowledge to build word families with common suffixes, including common plurals formed by adding 's' and 'es' → I can use visual knowledge to correctly write a range of words from the hundred high-frequency words

Term 2 Curriculum Overview: Social & Emotional Learning

Year 1

	Essential Learning	Learning Targets
Weeks 1-11	Topic 3: Positive Coping	<ul style="list-style-type: none"> → I can identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life → I can show an awareness of the feelings and needs of others → I can recognise the importance of persisting when faced with new and challenging tasks → I can recognise how strengths and achievements contribute to identities → I can understand how emotional responses impact on others' feelings → I can demonstrate positive ways to interact with others → I can select strategies at home and/or school to keep myself healthy and safe and am able to ask for help with tasks or problems
	Topic 4: Problem Solving	<ul style="list-style-type: none"> → I can identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life → I can show an awareness of the feelings and needs of others → I can recognise the importance of persisting when faced with new and challenging tasks → I can describe similarities and differences in points of view between myself and others → I can demonstrate ways to interact with and care for others → I can recognising there are many ways to resolve conflict → I can understand how emotional responses impact on others' feelings → I can select strategies at home and/or school to keep myself healthy and safe and am able to ask for help with tasks or problems
	Topic 5: Stress Management	<ul style="list-style-type: none"> → I can identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life → I can show an awareness of the feelings and needs of others → I can recognise the importance of persisting when faced with new and challenging tasks → I can understand how emotional responses impact on others' feelings → I can recognise how strengths and achievements contribute to identities

→ I can select strategies at home and/or school to keep myself healthy and safe and able to ask for help with tasks or problems