

# Term 3 Curriculum Overview

Year 1

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
<b>Week 1</b> <i>July 15</i>	3D objects Place Value Revision	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Text Structure Conventions - Grammar & Punctuation Conventions - Spelling	<p style="text-align: center;"><b><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></b></p> <p style="text-align: center;"><b>Value focus: <i>Inclusion</i></b></p> <p style="text-align: center;"><b>Fortnightly behaviour foci:</b></p> <ul style="list-style-type: none"> <li>● Welcoming others</li> <li>● Cooperate</li> <li>● Support others</li> <li>● Be an upstander</li> <li>● Celebrating Strengths and differences</li> </ul> <p style="text-align: center;"><b><u>RESILIENCE, RIGHTS &amp; RESPECTFUL RELATIONSHIPS</u></b></p> <p style="text-align: center;"><b>Topic 6: Help-seeking</b></p> <p style="text-align: center;"><b>Topic 7: Gender &amp; identity</b></p>	<p style="text-align: center;"><b>Digital Technologies</b></p> <p style="text-align: center;"><i>'People safely use common information systems to meet information, communication and recreation needs.'</i></p> <p>I can identify and explore digital systems for a purpose.</p> <p>I can collect, explore and sort data, and use digital systems to present the data creatively.</p> <p>I can independently and with others create and organise ideas and information using digital systems.</p> <p>I can follow, describe and represent a sequence of steps and decisions needed to solve simple problems.</p> <p>I can explore how people safely use common information systems to meet their needs.</p>
<b>Week 2</b> <i>July 22</i>	Telling Time Place Value Revision	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Text Structure Conventions - Grammar & Punctuation Conventions - Spelling Word Choice Voice		
<b>Week 3</b> <i>July 29</i>	Telling Time Addition	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Text Structure Conventions - Grammar & Punctuation Conventions - Spelling Word Choice Voice		
<b>Week 4</b> <i>August 5</i>	Telling Time Addition	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Text Structure Conventions - Grammar & Punctuation Conventions - Spelling Word Choice Voice		
<b>Week 5</b> <i>August 12</i>	Telling Time Addition	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Text Structure Conventions - Grammar & Punctuation Conventions - Spelling Word Choice Voice		
<b>Week 6</b> <i>August 19</i>	Telling Time Addition	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Text Structure Conventions - Grammar & Punctuation Conventions - Spelling Word Choice Voice		
<b>Week 7</b> <i>August 26</i>	Addition Duration	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Text Structure Conventions - Grammar & Punctuation Conventions - Spelling Word Choice Voice Presentations		
<b>Week 8</b> <i>September 2</i>	Duration Subtraction	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Text Structure Conventions - Grammar & Punctuation Conventions - Spelling Word Choice Voice Presentations		
<b>Week 9</b> <i>September 9</i>	Duration Subtraction	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Text Structure Conventions - Grammar & Punctuation Conventions - Spelling Word Choice Voice Presentations		
<b>Week 10</b> <i>September 16</i>	Chance Subtraction	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Text Structure Conventions - Grammar & Punctuation Conventions - Spelling Word Choice Voice Presentations		

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 3 Curriculum Overview: Mathematics

Year 1

	Essential Learning	Learning Targets
Week 1	<p style="text-align: center;"><b>3D Objects</b></p> <p>Students recognise and classify familiar 3D objects.</p>	<ul style="list-style-type: none"> <li>→ I can explain the difference between a 2D shape and a 3D object</li> <li>→ I can classify objects based on their attributes and features (e.g. faces, edges, vertices)</li> <li>→ I can identify faces, edges and vertices on common 3D objects (sphere, cube, cone)</li> </ul>
Weeks 1-2	<p style="text-align: center;"><b>Place Value</b></p> <p>Students model, read, write, order and represent 2 digit numbers using their understanding of place value parts.</p>	<ul style="list-style-type: none"> <li>→ I can model numbers up to 100 (materials) as tens and ones</li> <li>→ I can partition numbers to 100 into their place value parts</li> <li>→ I can write numerals up to 100</li> </ul>
Weeks 2-6	<p style="text-align: center;"><b>Telling Time</b></p> <p>Students show and tell time to the half hour</p>	<ul style="list-style-type: none"> <li>→ I can show half past times on an analogue clock</li> <li>→ I can tell time to the half hour</li> <li>→ I can show o'clock times on an analogue clock</li> <li>→ I can tell time to the hour</li> <li>→ I can identify the minute hand and hour hand</li> </ul>
Weeks 3-7	<p style="text-align: center;"><b>Addition</b></p> <p>Students solve a range of addition problems using written and mental strategies</p>	<ul style="list-style-type: none"> <li>→ I can solve a range of addition problems, with two numbers below 20, using a range of strategies.</li> <li>→ I can recall and use addition facts to 10 fluently</li> <li>→ I can read, write and interpret addition number sentences using + and = symbols</li> </ul>
Weeks 7-9	<p style="text-align: center;"><b>Duration</b></p> <p>Students explain and compare the duration of familiar events</p>	<ul style="list-style-type: none"> <li>→ I can explain the duration of familiar events, using the appropriate time unit</li> <li>→ I can informally compare and explain different time units</li> </ul>
Weeks 8-10	<p style="text-align: center;"><b>Subtraction</b></p> <p>Students solve a range of subtraction problems using written and mental strategies</p>	<ul style="list-style-type: none"> <li>→ I can solve subtraction problems, with a whole that is 40 or less, using a range of strategies.</li> <li>→ I can recall and use subtraction facts from 10 fluently</li> <li>→ I can read, write and interpret subtraction number sentences using - and = symbols</li> </ul>
Week 10	<p style="text-align: center;"><b>Chance</b></p> <p>Students use the language of chance to describe the likelihood of everyday events occurring.</p>	<ul style="list-style-type: none"> <li>→ I can use my understanding of chance to solve everyday problems</li> <li>→ I can justify why I have described the chance of an event using the language I have chosen</li> <li>→ I can describe the chance of everyday events happening, using the language of 'will happen', 'won't happen' and 'might happen'</li> </ul>

# Term 3 Curriculum Overview: Reading & Viewing

Year 1

	Essential Learning	Learning Targets
Weeks 1-10	<p><b>Decoding &amp; MSV (<i>Meaning, Structure, Visual cues</i>):</b> Students know the relationship between sounds and letters and can use each of the 'Good Readers' skills to solve new words.</p>	<p>Reading an 'at level' text:</p> <ul style="list-style-type: none"> <li>→ I can self correct if my reading doesn't look right, sound right or make sense.</li> <li>→ I can select the most effective strategies to read an unknown word.</li> <li>→ I can read blends by putting two letters together to make one sound.</li> <li>→ I can read the first 200 Oxford High Frequency words within a text, without decoding strategies.</li> </ul>
	<p><b>Comprehension:</b> Students use comprehension strategies to build literal and inferred meaning.</p>	<ul style="list-style-type: none"> <li>→ I can use the front cover to make a reasonable prediction.</li> <li>→ I can connect what I read with my prior knowledge. (Text-self/text).</li> <li>→ I can visualise to help me understand what I read.</li> <li>→ I can find the answer to questions in a text.</li> <li>→ I can ask questions before, during and after reading a text.</li> <li>→ I can retell a known text in detail.</li> <li>→ I can discuss my personal preferences for texts.</li> <li>→ I can use clues in a text and my prior knowledge to answer questions. (inferring)</li> <li>→ I can infer characters' feelings in a text.</li> <li>→ I can summarise the main idea of a text (E.g. SWBST).</li> </ul>
Weeks 1, 3-4, 7 & 9	<p><b>Fluency:</b> Students identify and read word phrases as groups of words with fluency and confidence.</p>	<p>Reading a seen 'at level text':</p> <ul style="list-style-type: none"> <li>→ I can read with expression.</li> <li>→ I can use punctuation to guide my reading. Eg full stops, commas, question marks, and exclamation marks.</li> <li>→ I can read like I am talking.</li> <li>→ I can read at an appropriate rate.</li> <li>→ I can read accurately, with some self corrections.</li> </ul>
Weeks 1-2, 4-5, 7 & 9	<p><b>Text Structure &amp; Purpose:</b> Students use their growing knowledge of context, text structure, purpose and language features to help them comprehend.</p>	<ul style="list-style-type: none"> <li>→ I can explain that different types of texts have different structures.</li> <li>→ I can use the structure of a text to help me comprehend.                             <ul style="list-style-type: none"> <li>- Narrative: problem &amp; solution</li> <li>- Persuasive: arguments/reasons</li> <li>- Information reports: facts &amp; information</li> </ul> </li> <li>→ I can explain when a text is a non-fiction/factual text because it may have: photos, facts, captions, subheadings, labelled diagrams, index, glossary, contents.</li> <li>→ I can explain when a text is fiction because: it tells a story, it may have characters, setting, problem, solution, fantasy.</li> </ul>

# Term 3 Curriculum Overview: Writing

Year 1

	Essential Learning	Learning Targets
Weeks 1-10	<p><b>Conventions - Spelling:</b> 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"> <li>→ I am beginning to use learnt long vowel sounds to spell multisyllabic words (e.g. pi-lot, diet)</li> <li>→ I can write words with consonants doubled after a short vowel (shopping) (RULE)</li> <li>→ I can spell simple words with split digraphs correctly (e.g. blame, tide)</li> <li>→ I can differentiate between short and long vowel sounds</li> <li>→ I am beginning to use learnt consonant digraphs to spell simple words (Eg. sheep, tooth)</li> <li>→ I can correctly write two-letter consonant blends in words</li> <li>→ I can represent all phonemes when attempting to spell one and two syllable words</li> <li>→ I can use morphemic knowledge to build word families with common suffixes, including common plurals formed by adding 's' and 'es'</li> <li>→ I can use visual knowledge to correctly write a range of words from the hundred high-frequency words</li> </ul>
	<p><b>Conventions - Grammar &amp; Punctuation:</b> 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"> <li>→ I can reread my writing to check for the correct use of capital letters and full stops, and some question marks and exclamation marks.</li> <li>→ I am beginning to write coherent, simple sentences with subject/verb/object agreement to express an idea or event</li> <li>→ I am beginning to use question marks or exclamation marks in my writing to ask questions, express emotions or give commands.</li> <li>→ I consistently mark the start of a sentence with a capital letter and the end of a sentence with a full stop.</li> <li>→ I can consistently write capital letters for some proper nouns (names of people and days of the week).</li> </ul>
	<p><b>Sentence Fluency:</b> The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.</p>	<ul style="list-style-type: none"> <li>→ I consistently write identifiable clauses often linked using 'and'.</li> <li>→ I consistently use logical word order in my sentences.</li> <li>→ I am beginning to use basic text connectives within my sentences (for eg: then)</li> </ul>
	<p><b>Ideas:</b> The piece's content – its central message and details that support that message</p>	<ul style="list-style-type: none"> <li>→ I can convey a message using words and phrases, to inform.</li> <li>→ I can use details to expand upon my message, topic, events and ideas</li> <li>→ I can include more than one related idea in a piece of writing.</li> <li>→ I can convey a message using words and phrases to entertain.</li> <li>→ I can describe the audience and purpose of my writing pieces</li> </ul>
Weeks 1-3	<p><b>Organisation:</b> The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> <li>→ I am beginning to include structural features in my writing</li> <li>→ I am beginning to sequence my sentences to reflect a logical flow of ideas within my writing</li> </ul>
Week 2-4	<p><b>Voice:</b> The tone and tenor of the piece – the personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.</p>	<ul style="list-style-type: none"> <li>→ I use language features such as: BIG letters, exclamation points, underlining, repetition and pictures for emphasis</li> <li>→ My writing shows some awareness of the audience</li> </ul>
Week 7-10	<p><b>Presentations:</b> The physical appearance of a piece.</p>	<ul style="list-style-type: none"> <li>→ I am beginning to use pencils or writing implements appropriately.</li> <li>→ I can use learned formation patterns to write whole words using a combination of upper and lower case letters</li> </ul>