



Teacher: Anna Megueria

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**Points of interest**

- 8.25am Warning bell
- 8:30 - 10:30am Session 1 with Fruit Break
- 10:30 – 11:00am Play
- 11:00 - 11:10am Eating
- 11:10 - 11:25am Star Reading Time
- 11:25 - 12:55pm Session 2
- 12:55 - 1:15pm Play
- 1:15 - 1:25pm Eating
- 1:25 - 2:30pm Session 3

**Assembly** Mondays at 1:30pm in the hall. Please check the school newsletter for dates.

**Specialist Lessons**

- Health** is on Tuesday
- HASS** is on Thursday
- The Arts** is on Thursday
- P.E.** is on Friday – please wear red polo shirt
- Library** is on Monday and Friday

Home Reader Folders are due back Fridays (please note: without library bags, students cannot borrow books from the library)

**Curriculum focus – what we will be working on in class this term**

	<b>Content</b>	<b>Assessment</b>
English	<p><b>Year 1 and 2:</b></p> <p>In this unit, students read and listen to a range of poems to create a poetry innovation. Language features include; rhyme, syllables, repetition and noun groups. Students present a poem or rhyme to a familiar audience and explain their preference for a poem.</p> <p>During reading lessons, students will focus on reading texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They will monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They will identify literal and implied meaning, main ideas and supporting detail.</p>	<p><b>Year 1:</b></p> <p>Students will plan and write an innovation on a poem, and express a preference between the two poems. A poem will be presented to the class.</p> <p><b>Year 2:</b></p> <p>Students will plan and write an innovation on a poem; they will write an explanation about how they changed their poem. They will present a poem to the class.</p>
Maths	<p><b>Year 1</b></p> <p><b>Number and Algebra:</b> Students will learn to recall number sequences to and from 100 from any starting point. They will learn to partition numbers using place value and represent two-digit numbers with a range of materials and images. They will be locating numbers on a number line.</p> <p><b>Space:</b> Students will be learning to use the language of direction to move from place to place. They will be taught to describe pathways and alternative pathways to a location using positional and movement language.</p>	<p><b>Year 1:</b></p> <p><b>Number and Algebra:</b> Students will be assessed on their ability to recall number sequences, partition numbers, represent numbers using materials and images, to locate a range of numbers on number lines accurately from different starting points.</p> <p><b>Space:</b> Students will be assessed on their ability to accurately describe directions to an object in the classroom accurately using positional and movement language.</p>

	<b>Content</b>	<b>Assessment</b>
Maths	<p><b>Statistics:</b> Students will gather, record and represent data using basic tables and graphs using pictures and symbols. They will learn to interpret simple data and make inferences from it.</p> <p><b>Year 2:</b>  <b>Number and Algebra:</b> Students will learn to count collections using the twos, fives and tens counting sequences. Students will practice solving simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.</p> <p><b>Space:</b> Students will collect, record and display data, and describe outcomes of data investigations.</p> <p><b>Statistics:</b> Students will represent and describe flips, slides and turns. Students will interpret simple maps to arrange or locate objects and use directional language to describe a pathway on a map.</p>	<p><b>Statistics</b> Students will be assessed on their ability to collect and represent data in a basic table or visual representation, to answer questions and make inference about the data they have collected.</p> <p><b>Year 2:</b>  <b>Number and Algebra:</b> Counting and calculating to and from 1000: Students will complete an assessment task which requires them to count to and from 1000 and perform simple addition and subtraction problems using a range of strategies.</p> <p><b>Space:</b> Students collect, organise and represent data to make simple inferences. Maps: Students explain the effects of one step transformations (flip, slide, turn) and interprets simple maps.</p> <p><b>Statistics:</b> students collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.</p>
Science	<p><b>Year 1: Material Madness</b>  In this unit, students describe the effects of physically changing a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.</p> <p><b>Year 2: Mix, Make and Use</b>  In this unit, students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They will describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p>	<p><b>Year 1:</b>  Experimental Investigation: Students combine materials to make a floating and waterproof object. Students will list each material and explain why they chose it to make their object and make predictions on the success of each object.</p> <p><b>Year 2:</b>   Experimental Investigation: Students investigate the combination of materials used to make an object for a particular purpose. Students record and represent observations and communicate ideas.</p>
Technologies	<p><b>Year 1 &amp; 2: Grow, grow, grow</b></p> <p>In this unit, students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack. Suggestions for alternative projects are also described. A field to a farm will culminate in a excursion to a farm</p>	<p><b>Assessment portfolio:</b></p> <p>Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.</p>