English.

**Reading.** Students read aloud, with developing fluency and intonation. They identify the language features, images and vocabulary used to describe characters and events. They recall key ideas and recognise literal and implied meaning in texts.

**Writing.** Students create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes focusing on retells. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

**Listening.** Students listen to others when taking part in conversations, using appropriate language features.

**Speaking.** Students interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics.

Throughout the term we will continually working on:
- Identifying the main idea/lesson in a story and the relationship with the character’s traits.
- How to identify the traits in a given character (actions/behaviours).
- Illustrations: how to illustrate the characters traits/how would they look – stereotypical behaviours and attributes.
- How to introduce a new character to a story.
- How to justify a choice.
- Structure of the retell (beginning, middle, end).
- How to identify an event and place them in order from a given text.
- Sequencing.
- Summarizing
- Simple sentences (sentence boundary punctuation).
- Adjectives, nouns (pronouns), adverbs and verbs.
- Editing: dictionary.

**MATHS**

**Using units of measurement**
- Comparing lengths
- Measuring lengths using informal units
- Ordering objects based on length
- Comparing capacity
- Measuring capacity using uniform informal units
- Ordering objects based on capacity
- Describing durations in time
- Representing points in time

**Patterns and algebra & Number and place value**
- Identifying number patterns to 100 (forwards and backwards)
- Describing number patterns 1’s, 2’s, 5’s and 10’s.
- Quantifying collections using skip counting
- Representing, recording and locating two-digit numbers
- Identifying number patterns to 100
- Partitioning two-digit numbers
- Using place value to count collections
- Exploring part-whole relationships in addition
- Rearranging parts for addition
- Representing and recording subtraction
- Adding single-digit numbers to multiples of ten
- Adding two-digit numbers
- Solving addition problems
- Solving subtraction problems

**Fractions and decimals**
- Identifying one half

**Shape**
- Describing geometric features of three-dimensional objects
- Describing familiar two-dimensional shapes

**Money and financial mathematics**
- Identifying the values of Australian coins
- Ordering Australian coins based on value

**Location and transformation**
- Exploring giving and following directions

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**Term 3 Curriculum Overview – Grade One**

- Homework.

  Nightly reading will continue. Students should return their books for changing on a daily bases.

  Spelling homework as per class note.
**SCIENCE UNIT 2 – Changes around me**

In this unit, students will describe the observable features of a variety of types of landscapes and skies. They will consider changes in the sky and landscape, in particular day and night, and the impact on themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.

**Observing skies**
- Exploring the day sky
- Exploring the night sky
- Exploring the weather and the sky

**Observing landscapes**
- Considering landscapes in the local area
- Considering landscapes of Australia and the world

**Examining the effects of changes**
- Considering effects of changes to sky and landscape
- Considering effects of day and night changes

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**HISTORY UNIT 1 – Exploring yesterday and today - my grandparents, my parents and me**

In this unit, students will investigate the following questions:
- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?

**Setting the scene**
- Different family structures
- Changes in family structures over time

**Investigating the evidence**
- Childhood today and in the past
- Life in the past
- Roles in families

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**GEOGRAPHY UNIT 2 – identify changes in features and describe how to care for places.**

**Caring for place**
- Looking after place
- Care of Place
- Improving Place through care

**Features of place: Change**
- Weather and place
- Cultural perceptions of seasonal change
- Seasonal change
- Observable changes

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**HEALTH UNIT 2 – Healthy eating.**

In this unit students investigate healthy eating choices.

- What to eat – everyday food and sometimes food
- Food Pyramid
- Creating a healthy lunch