

Year 1/2 - Term 4

English Unit 6 – ‘Creating digital procedural texts.’

We are learning to create a new character for a familiar story and discuss choices in an interview.

Create a multimodal procedure thinking about:

- Structuring your procedure in a logical way to suit the purpose.
- Including all the features of a procedure text (Title, Headings, Steps as commands, Images to match the procedure)
- How to re-create it your procedure imaginatively

Provide details in your procedure thinking about:

- Adding when, where and how (adverbs) eg. Place the bread carefully on a plate.
- Starting each step (command) with a verb.
- Choosing verbs to show the specific action (eg. Place, spread, sprinkle, cut)

Spelling accurately thinking about:

- High-frequency words (sight words and text specific vocabulary)
- Using regular spelling patterns.

Use punctuation in your procedure thinking about:

- Capital letters to start sentences and proper nouns
- Full stops at the end of a sentence
- Exclamation marks to express emotion

Maths – Unit 3

We are learning to:

- Identify representations of halves (halves, quarters and eighths – Yr 2)
- Carry out addition and subtraction
- Recognising the value of money and Australian coins

Yr 1 Science Unit 4 – ‘Exploring light and sound.’ We are learning to:

Describe an instrument thinking about:

- What happens to the sound when I interact with it (blow, shake, tap, bang, hit, pluck)
- Comparing what happens to the sound when we change the instrument
- Explaining why the sound changed when we changed the instrument

Make a prediction thinking about:

- Justifying your prediction using science knowledge
- Pose a question to guide the investigation.

Independently conduct an investigation thinking about:

- The steps of the investigation
- Recording observations clearly
- Sorting objects using different criteria

Share observations thinking about:

Using appropriate scientific language (high/low, loud/soft)

Yr 2 Science Unit 4 – ‘Toy Factory.’ We are learning to:

Describe an toy that moves, thinking about:

- what force is used to make the toy move
- what happens when you use a different force (push/pull)

Make a prediction about a toy students’ have designed, thinking about:

- Justifying your prediction using science knowledge
- Pose a question to guide the investigation.

Independently construct the push/pull toy, thinking about

- The steps of the investigation
- Recording observations clearly
- Sorting objects using different criteria

Share observations thinking about:

Using appropriate scientific language

Humanities and Social Sciences

We are learning to conduct an inquiry to investigate places, at a local and growing scale, and how to care for these places.

Technologies

Grade 1

In Technologies in Term 4, Year 1 students are exploring how plant and animals are grown for food, clothing and shelter and the Technologies used. Students are creating farm technology to meet a need.

Grade 2

In Technologies in Term 4, Year 2 students are exploring how technologies use forces to create movement in products. Students are creating their own design solution with a moving part.

Health 'Stay Safe'

We are learning to identify hazards and risks, to keep ourselves safe. They select and apply strategies to keep themselves safe and able to ask for help with tasks or problems.

The Arts

We are learning to make and explore artworks, using knowledge of line, primary and secondary colours.

Physical Education 'Equipped to move'

We are learning to perform movement sequences that incorporate the elements of movement, equipment and music.

Music 'Different Places'

We are learning to compose, perform and respond to music about different places.