



# 2026

## Term 2 Learning Overview YEAR 1

<p><b>English</b></p>	<p><b>Phonics</b> Letters and Sounds structured synthetic phonics program, which teaches students to link letters to their sounds, sequentially building their knowledge. explicit teaching includes:</p> <ul style="list-style-type: none"><li>• rhyming</li><li>• identifying syllables</li><li>• blending and segmenting sounds</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>• Knowledge Unit – to develop specific vocabulary and background knowledge related to <i>Maps, Continents &amp; Australia</i>.</li><li>• Home Readers - engage with decodable texts to reinforce reading skills.</li><li>• Fluency - teacher-guided and independent practice of decodable texts to improve phrasing, pace, accuracy, intonation, and expression.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Narratives</li><li>• Descriptive writing</li><li>• Syntax and Grammar: explicit instruction focusing on sentence types (statements and questions) and expanding sentence stems using conjunctions.</li></ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"><li>• Oral language (would you rather)</li></ul>
<p><b>Mathematics</b></p>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"><li>• Representing numbers to 50</li><li>• Addition and subtraction strategies</li><li>• Simple word problems</li><li>• Skip counting and number patterns</li></ul> <p><b>Measurement &amp; Geometry</b></p> <ul style="list-style-type: none"><li>• Comparing lengths</li><li>• Using calendars and time durations</li><li>• Mass</li></ul> <p><b>Statistics &amp; Probability</b></p> <ul style="list-style-type: none"><li>• Data collection</li></ul>
<p><b>HaSS</b> (Humanities &amp; Social Sciences)</p>	<p><b>Geography</b> Places – weather, features and activities</p>

<p><b>Design Technologies</b></p>	<p><b>Characteristics and properties of materials</b></p> <ul style="list-style-type: none"> <li>• Need for shelter in the community</li> <li>• Design a shelter</li> </ul>
<p><b>Health</b></p>	<ul style="list-style-type: none"> <li>• Develop skills to create rules that support safety inside and outside the classroom</li> <li>• Develop skills to seek appropriate help when dealing with issues</li> <li>• Identify emergencies and which emergency service is required</li> </ul>
<p><b>Physical Education</b></p>	<ul style="list-style-type: none"> <li>• Basketball and soccer skills with the focus on dribbling and passing</li> <li>• Revision throwing, catching, and fundamental movement skills.</li> <li>• Weekly aerobics for coordination, confidence, fitness and endurance</li> </ul>
<p><b>The Arts - Music</b></p>	<ul style="list-style-type: none"> <li>• Revise the concept of beat</li> <li>• Revise knowledge of the concept rhythm - learn rhythm patterns and notation</li> <li>• Expand knowledge of the concept dynamics – the volume of music. Learn new dynamic terms: piano and forte.</li> <li>• Body movement skills through singing and dancing</li> <li>• Learning performance and audience skills through instrument practice.</li> </ul>
<p><b>The Arts – Visual Art</b></p>	<ul style="list-style-type: none"> <li>• Focus on the art element of colour, texture and shape. Experiment with different materials (e.g. pastels, paint, natural materials, etc).</li> <li>• Explore different textured materials for collage, texture rubbing, mixed media artworks</li> <li>• Examine how artists include texture in their work.</li> </ul>
<p><b>Science</b></p>	<p><b>Physical Sciences</b></p> <ul style="list-style-type: none"> <li>• Describe pushes and pulls in terms of strength and direction</li> <li>• Predict the effect of these forces on objects' motion and shape</li> </ul> <p><b>Science Inquiry Skills</b></p> <ul style="list-style-type: none"> <li>• Pose questions about simple relationships between push and pull forces, such as: 'Does a toy car go further if it is pushed harder?' and make predictions</li> <li>• Follow steps in a guided investigation to determine how different objects move when pushed or pulled</li> </ul>