



To provide every child with opportunities to learn so they can grow to be independent, lifelong learners.

Year 1, Term 2, Curriculum Overview for Parents

Below is a summary of the learning that is expected to be taught this term. Coverage of all learning will be monitored and adjusted by teachers to reflect the 2024 cohort of student in this year level.

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English			Mathematics				
<p>Reading Decodable reading books focusing on:</p> <ul style="list-style-type: none"> • Reading Comprehension • Vocabulary Development • Fluency • Phonics Instruction • Phonemic Awareness 	<p>Phonics/Spelling <o> /o/ /oe/ /er/ <er> <ir> <or> <ur> /e/ <e> <ea> <ai> /ow/ <ou> <ow> <ow> /oe/ /ow/ b/oo/k <oo> <ew> <ue> <u-e> <o> /ie/ <i> <ie> <y> <i-e> <igh></p> <p>Grammar</p> <ul style="list-style-type: none"> • Punctuation • Sentence types – statements, questions, complex and compound sentences • Nouns (Proper and common) • Adjectives • Verbs • Plurals • Present and Past tense • Suffixes -ed, -ing, -er, -est, -y, -ish, 	<p>Writing At Hocking Primary School we use the Talk 4 Writing program</p> <p>Recount Focus - Orientation sentence (When/Who/Where), Events and Ending</p> <p>Narrative Focus – Setting 5 Sentence story structure Opening, Build-Up, Problem, Resolution, Ending.</p> <p>Poetry Focus – Alliteration, rhyme</p> <p>Report</p> <ul style="list-style-type: none"> • Headings • Topic specific vocabulary • Annotated diagrams 	<p>Number and Algebra</p> <ul style="list-style-type: none"> • One more and one less • Skip counting 2s and 5s • Counting on strategy - using number-lines. • Revise turnaround Facts • Using informal units to measure length and volume • Subtraction language and symbol • Related subtraction facts • Worded problems for addition & subtraction • Doubles and near doubles • Addition strategies. • Symbols and names for dollars and cents • Investigating directions & turns (left & right) • Finding & drawing routes 	<p>Measurement and Geometry</p> <ul style="list-style-type: none"> • Language to describe length, capacity & volume • Analog and digital time – o'clock times • Features of 2D and 3D shapes • Horizontal, vertical & parallel lines <p>Vocabulary</p> <ul style="list-style-type: none"> • Addition – plus, add, more, altogether • coins, dollars, cents • One more, one less • Turnaround facts • Equals • Subtraction -minus, difference, take away, subtract, less, left • Total • Analog • Colon • Digital • Hour hand and minute hand • o'clock 			
HASS	Health and Physical Education		Science	Technologies		The Arts	
<p>Present and Past</p> <ul style="list-style-type: none"> • Changes over time • Compare / contrast toys, transport, school, communication, clothing, technology 	<p>Health</p> <p>BUZ</p> <ul style="list-style-type: none"> • It's good to be me • What does a friend do? • Feeling good • Feeling sad and bad • Feeling Mad • Solving fights • Saying sorry. 	<p>Physical</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> • run • sprint • jog • skipping <p>Swimming Fitness Activities Object control skills</p> <ul style="list-style-type: none"> • under/overarm throw • catch • pass <p>Minor games Focus – football and netball Simple rules and fair play in partner, group activities and minor games</p>	<p>STRAND- Physical Sciences Understanding Light and sound are produced by a range of sources and can be sensed This unit provides students with hands-on opportunities to:</p> <ul style="list-style-type: none"> • investigate sources of light and sound • explore how light and sound are produced and how light and sound travel. • increase understanding of the role of light and sound in our lives and our community • explore why we have two eyes instead of one. <p>Students apply their new learning by:</p> <ul style="list-style-type: none"> • conducting an investigation to collect data that will support their explanations of how having two eyes helps us see. 	<p>Design Process & Production Skills Design, construct and appraise a product.</p> <p>Explore different materials</p> <p>Follow procedures during craft activities</p>	<p>Digital Semester 2</p>	<p>Music</p> <p>Ideas Improvisation with sounds, simple pitch and rhythm patterns to communicate music ideas</p> <p>Skills pitch (explore a limited pitch set) form (echo patterns, call and response) dynamics (use terminology and symbols for loud (forte, f) and soft (piano, p) timbre (sounds produced on instruments and sound sources)</p> <p>Responding Types of music and where it is performed.</p>	<p>Visual</p> <p>Development of artistic skills through experimentation with:</p> <ul style="list-style-type: none"> • shape (geometric shapes) • colour (mixing primary colours to create secondary colours) • line (broken, jagged, dashed) • space (background, foreground) • texture (changes in texture; transfer of texture) to create artwork <p>Exploration of techniques and art processes, such as mixed media, colour mixing or drawing</p>



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Dear Parents

On the reverse of this letter you find a summary of the Curriculum that has been planned for this term by the teachers in your child's year level. The plan has been developed to facilitate the teaching and learning expectations mandated by the **School Curriculum and Standards Authority (SCSA) as outlines in the Western Australian Curriculum**

Western Australian Curriculum

The Pre-primary to Year 10 Western Australian curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which schools will use to plan student learning programs, assess student progress and report to parents. It aligns with, and contextualises the Australian curriculum to make it more suitable for Western Australian students and teachers in all the key areas of learning:

- ✓ English,
- ✓ Mathematics,
- ✓ Science,
- ✓ Humanities and Social Sciences,
- ✓ Health and Physical Education,
- ✓ Technologies,
- ✓ The Arts (Music and Visual Arts for HPS); and
- ✓ Languages (Indonesian for HPS)

For more information go to: <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser>

IMPORTANT:

Please be aware that teachers will adapt and modify the content and skills planned to accommodate the development of individual students, their class and the year level. Coverage of the curriculum, therefore, may be deferred or accelerated according to the needs of students. It is a planning goal that the curriculum for each year level is covered and that student will have many opportunities to learn the content and skills of their curriculum this year.

A new summary will be provided each term and will accommodate any curriculum content that has been deferred from the previous term.

Yours sincerely

Mike Wills

PRINCIPAL
14th May 2024

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