

Bayside P-12 College

Grade 1-2

Course outlines

Year Level: 1 & 2 (Term 1)

SUBJECT: English

Sub - Strand: Reading

Sub - Strand: Writing

Sub - Strand: Speaking and Listening

CONTENT:

Reading

- Identify the common features of fiction and non-fiction texts
- Independently use a variety of reading strategies to assist with decoding and comprehension - e.g. questioning, predicting, inferring, summarising, synthesising
- Read an increasing number of high frequency words

Writing

- Write a variety of texts including narratives, recounts, poetry, informational and procedural texts
- Form all uppercase and lowercase letters correctly
- Use capital letters and full stops
- Spell the first 50 high frequency words correctly
- Attempt to use a range of punctuation
- Learn skills to edit writing
- Use a variety of resources to assist with spelling – world wall, ‘have a go’ book, dictionary

Speaking and Listening

- Make brief presentations to the class on familiar topics
- Ask questions to clarify meaning or to gain more information

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Teacher/student conferences
- Online literacy interviews
- Weekly spelling tests
- Assessing written work and drawings to determine understanding

Year Level: 1 & 2 (Term 1)

SUBJECT: Mathematics

Strand: Number and Algebra

Strand: Statistics and Probability

Strand: Measurement and Geometry

CONTENT:

Number and Algebra

- Read, write, model and order numbers up to 100 (grade 1)
- Read, write, model and order numbers up to and beyond 1000 (grade 2)
- Partition numbers using place value
- Skip count by 2's, 5's and 10's starting at 0
- Recognise, make, complete and describe simple patterns, number patterns and number sequences
- Describe and order Australian notes and coins according to value
- Develop a range of strategies for solving addition and subtraction problems
- Model and solve groups of and shared between sums – using arrays, repeated addition/subtraction and concrete materials

Measurement and Geometry

- Measure and compare the length and area of different objects using informal and formal units
- Tell the time to the half-hour (grade 1), quarter-hour (grade 2)
- Name and order months and seasons
- Use the calendar to tell the date
- Recognise and classify 2D shapes

Statistics and Probability

- Students collect data using tally marks and represent this data in a variety of forms including pictographs and bar graphs

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Teacher/student conferences
- Open ended problem solving
- Simple testing

Year Level: 1 & 2 (Term 1)

SUBJECT: Integrated Studies – me and my family

Domain: Civics and Citizenship

CONTENT:

- Who am I?
- What do I look like?
- Where do I live?
- What do I enjoy doing?
- My favourite things
- Family Tree
- Things I do with my family
- My friends
- Building and maintaining friendships

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Teacher/student conferences
- Assessing written work and drawings to determine understanding

Year Level: 1 & 2 (Term 2)

SUBJECT: English

Sub - Strand: Reading

Sub - Strand: Writing

Sub - Strand: Speaking and Listening

CONTENT:

Reading

- Identify the common features of fiction and non-fiction texts
- Independently use a variety of reading strategies to assist with decoding and comprehension - e.g. questioning, predicting, inferring, summarising, synthesising
- Read an increasing number of high frequency words

Writing

- Write a variety of texts including narratives, recounts, poetry, informational and procedural texts
- Form all uppercase and lowercase letters correctly
- Use capital letters and full stops
- Spell the first 50 high frequency words correctly
- Attempt to use a range of punctuation
- Learn skills to edit writing
- Use a variety of resources to assist with spelling – world wall, 'have a go' book, dictionary

Speaking and Listening

- Make brief presentations to the class on familiar topics
- Ask questions to clarify meaning or to gain more information
- Recall information from presentations made to them

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Teacher/student conferences
- Online literacy interviews
- Weekly spelling tests
- Assessing written work and drawings to determine understanding

Year Level: 1 & 2 (Term 2)

SUBJECT: Mathematics

Strand: Number and Algebra

Strand: Statistics and Probability

Strand: Measurement and Geometry

CONTENT:

Number and Algebra

- Read, write, model and order numbers up to 100 (grade 1)
- Read, write, model and order numbers up to and beyond 1000 (grade 2)
- Partition numbers using place value
- Skip count by 2's, 5's and 10's starting at 0
- Skip count by 10 from any number
- Recognise, describe and model simple fractions such as one half, one quarter, one eighth and one third
- Recognise, make, complete and describe simple patterns, number patterns and number sequences
- Describe and order Australian notes and coins according to value
- Calculate simple money amounts
- Develop a range of strategies for solving addition and subtraction problems
- Model and solve groups of and shared between sums – using arrays, repeated addition/subtraction and concrete materials
- Ordinal numbers

Measurement and Geometry

- Measure and compare the length, area capacity and weight of different objects using informal and formal units
- Tell the time to the half-hour (grade 1), quarter-hour (grade 2)
- Understand and use the terms 'weeks', 'days', 'months' and 'hours'
- Use the calendar to tell the date
- Give and follow simple directions to reach a pre-determined location
- Recognise and classify 2D and simple 3D shapes

Statistics and Probability

- Tally marks
- Students determine the likelihood of a variety of events and use language such as 'impossible', 'unlikely', 'likely' and 'certain' to describe these events

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Teacher/student conferences
- Open ended problem solving
- Simple testing

Year Level: 1 & 2 (Term 2)

SUBJECT: Integrated Studies – Dinosaurs

Domain: The Humanities

CONTENT:

- How long ago did dinosaurs live?
- How might dinosaurs have become extinct?
- Dinosaur fossils – how we learn about dinosaurs
- Where did different dinosaurs live? – looking at an interactive map
- Features common to most dinosaurs
- Carnivores and herbivores
- Measuring dinosaurs
- Tyrannosaurus Rex
- Apatosaurus
- Ankylosaurus
- Triceratops
- Stegosaurus

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Teacher/student conferences
- Assessing written work and drawings to determine understanding

Year Level: 1 & 2 (Term 3)

SUBJECT: English

Sub - Strand: Reading

Sub - Strand: Writing

Sub - Strand: Speaking and Listening

CONTENT:

Reading

- Identify the purpose of different texts
- Identify the common features of fiction and non-fiction texts
- Focus on fiction texts – story maps, identifying beginning, middle and ending and conflict and resolution
- Independently use a variety of reading strategies to assist with decoding and comprehension – e.g. questioning, predicting, inferring, summarising, synthesising
- Read an increasing number of high frequency words

Writing

- Functional texts – letter writing, lists, how to
- Form all uppercase and lowercase letters correctly
- Use capital letters and full stops
- Look, say, spell, cover, write, check – High frequency words
- Attempt to use a range of punctuation – full stops, question marks, exclamation marks, talking marks
- Add increasing detail to their writing
- Begin to edit their writing independently
- Use a variety of resources to assist with spelling – ‘have a go’ books, word wall, dictionary

Speaking and Listening

- Make brief presentations to the class on familiar topics
- Ask questions to clarify meaning or to gain more information
- Recall information from presentations made to them

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Teacher/student conferences
- Online literacy interviews
- Weekly spelling tests
- Assessing written work and drawings to determine understanding

Year Level: 1 & 2 (Term 3)

SUBJECT: Mathematics

Strand: Number and Algebra

Strand: Statistics and Probability

Strand: Measurement and Geometry

CONTENT:

Number and Algebra

- Read, write, model and order numbers up to 100 (grade 1)
- Read, write, model and order numbers up to and beyond 1000 (grade 2)
- Partition numbers using place value
- Skip count by 2's, 5's and 10's starting at 0
- Skip count by 10 from any number
- Recognise, describe and model simple fractions such as one half, one quarter, one eighth and one third
- Recognise, make, complete and describe simple patterns, number patterns and number sequences
- Describe and order Australian notes and coins according to value
- Calculate simple money amounts
- Develop a range of strategies for solving addition and subtraction problems
- Model and solve groups of and shared between sums – using arrays, repeated addition/subtraction and concrete materials
- Ordinal numbers
- Learn 2, 5, 10 times tables

Measurement and Geometry

- Measure and compare capacity and weight of different objects using informal and formal units
- Tell the time to the half-hour (grade 1), quarter-hour (grade 2)
- Our daily timetable
- Use the calendar to tell the date
- Give and follow simple directions to reach a pre-determined location
- Recognise and classify 2D and simple 3D shapes

Statistics and Probability

- Students collect data using tally marks and represent this data in a variety of forms including pictographs and bar graphs

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Teacher/student conferences
- Open ended problem solving
- Simple testing

Year Level: 1 & 2 (Term 3)

SUBJECT: Integrated Studies – Now & Then

Domain: Humanities

Domain: History

CONTENT:

- Me – then, now and in the future
- Looking at life 100 years ago:
 - Schooling
 - Clothing
 - Toys & Games
 - Transport
 - The traditional lolly store & other shops
 - Foods & packaging
- Making comparisons between life then and life now

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Teacher/student conferences
- Assessing written work and drawings to determine understanding

Year Level: 1 & 2 (Term 4)

SUBJECT: English

Sub - Strand: Reading

Sub - Strand: Writing

Sub - Strand: Speaking and Listening

CONTENT:

Reading

- Identify the purpose of different texts
- Identify the common features of fiction and non-fiction texts
- Biographies and Poetry
- Independently use a variety of reading strategies to assist with decoding and comprehension – e.g. questioning, predicting, inferring, summarising, synthesising
- Read an increasing number of high frequency words
- Fairy tale study

Writing

- Biographies and Poetry
- Form all uppercase and lowercase letters correctly
- Use capital letters and full stops
- Look, say, spell, cover, write, check – High frequency words
- Attempt to use a range of punctuation – full stops, question marks, exclamation marks, talking marks
- Add increasing detail to their writing
- Begin to edit their writing independently
- Use a variety of resources to assist with spelling – ‘have a go’ books, word wall, dictionary
- Writing our own fairy tales

Speaking and Listening

- Make brief presentations to the class on familiar topics
- Ask questions to clarify meaning or to gain more information
- Recall information from presentations made to them

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Teacher/student conferences
- Online literacy interviews
- Weekly spelling tests
- Assessing written work and drawings to determine understanding

Year Level: 1 & 2 (Term 4)

SUBJECT: Mathematics

Strand: Number and Algebra

Strand: Statistics and Probability

Strand: Measurement and Geometry

CONTENT:

Number and Algebra

- Read, write, model and order numbers up to 100 (grade 1)
- Read, write, model and order numbers up to and beyond 1000 (grade 2)
- Partition numbers using place value
- Skip count by 2's, 5's and 10's starting at 0, skip count by 10 from any number
- Recognise, describe and model simple fractions such as one half, one quarter, one eighth and one third
- Recognise, make, complete and describe simple patterns, number patterns and number sequences
- Describe and order Australian notes and coins according to value, calculate simple money amounts
- Develop a range of strategies for solving addition and subtraction problems
- Model and solve groups of and shared between sums
- Use repeated addition and arrays to solve groups of problems
- Ordinal numbers
- Learn 2, 5, 10 times tables

Measurement and Geometry

- Measure and compare capacity and weight of different objects using informal and formal units
- Tell the time to the half-hour (grade 1), quarter-hour (grade 2)
- Reading timetables
- Understand and use the terms 'weeks', 'days', 'months' and 'hours'
- Use the calendar to tell the date
- Give and follow simple directions to reach a pre-determined location
- Recognise and classify 2D and 3D shapes

Statistics and Probability

- Tally marks
- Students determine the likelihood of a variety of events and use language such as 'impossible', 'unlikely', 'likely' and 'certain' to describe these events

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Teacher/student conferences
- Open ended problem solving
- Simple testing

Year Level: 1 & 2 (Term 4)

SUBJECT: Integrated Studies – Healthy Eating and the Human Body

Domain: Health and Physical Education

CONTENT:

- Sorting food into healthy and unhealthy
- Healthy drinks
- The Healthy Food Pyramid
- My plate
- Fat, sugar, carbohydrates, energy, protein, fibre – effects on the body
- Reading nutritional labels on food – making informed choices
- The importance of exercise
- Labelling body parts
- External features of our bodies
- Internal features of our bodies
- The different systems inside the body – what do they do? E.g. digestive system

ASSESSMENT:

Typically in Grade 1&2 we use the following assessments:

- Teacher observation
- Teacher checklists
- Anecdotal records
- Questioning
- Simple testing

Year Level: 1

SUBJECT: Health and Physical Education

DOMAIN: Physical, personal and social learning – Health and Physical Education

Dimension: Movement and physical education

Dimension: Health, knowledge and promotion

CONTENT:

MOVEMENT AND PHYSICAL ACTIVITY: During Grade 1, students continue to build on their range of basic motor skill competency and are introduced to more complex skills. These skills are utilised in individual and group activities. Students are to demonstrate control in activities that require the change of speed, direction and level. Engagement in vigorous and moderate sessions of physical activity will assist students to describe the link between physical activity and health. A stimulus is used to create and perform simple rhythmical movement sequences. Safety is explored through rules and procedures that contribute to make games/activities and the use of equipment and space enjoyable for all students. Simple Physical Education vocabulary will be expanded.

The following activities will be instrumental in developing the above criteria: fitness activities; swimming; athletics; gymnastics; Milo cricket; dance; ball games.

HEALTH KNOWLEDGE AND PROMOTION: Grade 1 students will continue to learn about their own personal development, identify and explore needs that are required at their stage of development and recognise the similarities in all stages of development. They will be able to identify their unique qualities and skills and those that are similar to others.

Strategies will be introduced and students are required to consider factors that will assist in healthy food choices so as to be able to recognise the importance of variety and frequency of food consumption for an active and healthy life.

Safe behaviours are identified and students will learn the benefits of these in order to protect and increase their own, and others health and safety. Students will discuss how various situations and behaviours affect students' feelings and be able to develop personal responses to these.

ASSESSMENT:

Typically in Grade 1 we use the following assessments:

- Participation
- Peer assessment
- Self-assessment

Year Level: 2

SUBJECT: Health and Physical Education

DOMAIN: Physical, personal and social learning – Health and Physical Education

Dimension: Movement and physical education

Dimension: Health, knowledge and promotion

CONTENT:

MOVEMENT AND PHYSICAL ACTIVITY: During Grade 2, students continue to build on their range of basic motor skill competency and are introduced to more complex skills. These skills are utilised in individual and group activities. Students are to demonstrate control in activities that require the change of speed, direction and level. Engagement in vigorous and moderate sessions of physical activity will assist students to describe the link between physical activity and health. A stimulus is used to create and perform simple rhythmical movement sequences. Safety is explored through rules and procedures that contribute to make games/activities and the use of equipment and space enjoyable for all students. Simple Physical Education vocabulary will be expanded.

The following activities will be instrumental in developing the above criteria: fitness activities; swimming; athletics; gymnastics; Milo cricket; dance; ball games.

HEALTH KNOWLEDGE AND PROMOTION: Grade 2 students will continue to learn about their own personal development, identify and explore needs that are required at their stage of development and recognise the similarities in all stages of development. They will be able to identify their unique qualities and skills and those that are similar to others.

Strategies will be introduced and students are required to consider factors that will assist in healthy food choices so as to be able to recognise the importance of variety and frequency of food consumption for an active and healthy life.

Safe behaviours are identified and students will learn the benefits of these in order to protect and increase their own, and others health and safety. Students will discuss how various situations and behaviours affect students' feelings and be able to develop personal responses to these.

ASSESSMENT:

Typically in Grade 2 we use the following assessments:

- Participation
- Peer assessment
- Self-assessment

Year Level: Grade 1/2

SUBJECT: Japanese

DOMAIN: Languages

Dimension: Communicating in a language other than English

Dimension: Intercultural knowledge and language awareness

CONTENT:

In Japanese students at this level:

- repeat teacher-modelled use of the language
- identify the names of objects and items from aural/visual cues
- introduce themselves, greet and farewell the teacher
- follow simple classroom directions
- recognise some culturally-specific gestures and body language, and demonstrate how these are used
- trace or copy selected words and characters
- demonstrate an understanding of some of the differences in how people eat and dress, sign and gesture, write and say things

ASSESSMENT:

Typically in Grade 1/2 we use the following assessments:

- Participation in games, songs and interactions with others
- Completion of worksheets related to topics studied
- Cultural activities

Year Level: Prep – Grade 2

SUBJECT: Drama

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Exploring and Responding

CONTENT:

In Years Foundation to 2 students explore and experiment with movement, space, costume and props to communicate ideas, feelings and experiences in dramatic play. Students also talk about stories they have explored and the characters and situations in the dramas they have viewed.

ASSESSMENT:

Typically in Prep – Grade 2 we use the following assessments:

- Role play
- Discussion

Year Level: Prep – Grade 2

SUBJECT: Music

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Exploring and Responding

CONTENT:

In Years Foundation to 2 students explore and experiment with their voice, instruments and sound to create their own music. Students also listen to a range of musical works and develop their aural skills.

ASSESSMENT:

Typically in Prep – Grade 2 we use the following assessments:

- Performance
- Aural listening

Year Level: Prep – Grade 2

SUBJECT: Visual Art

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Responding to the Arts

CONTENT:

Students will explore a range of images, materials and techniques to create 2D and 3D artworks, which express their imagination, emotions and ideas. Through this exploration, they will recognise safe and proper use and care of basic materials and supplies, including scissors, pencils, crayons, markers, glue, paints, paintbrushes and clay.

They will talk about their ideas by sharing thoughts and feelings about their artworks, and learn there are different responses to visual artworks. They will also recognise how art tells us about life and the past through symbols, stories and traditions from different social and cultural backgrounds, including Aboriginal and Torres Strait Islander peoples.

Students will share and compare their own ideas with their peers through display and discussion, using visual arts terminology.

ASSESSMENT:

Typically in Foundation to Year 2 we use the following assessments:

- Skills and techniques
- Responding – Booklet/discussion
- Folio work