

GRADE 1/2 CURRICULUM & CELEBRATION NEWSLETTER

DATE

Monday 8th March

Friday 27th March

EVENT

Queen's Birthday Public Holiday

Last day of Term 1



Melton West
PRIMARY SCHOOL

Curriculum Overview

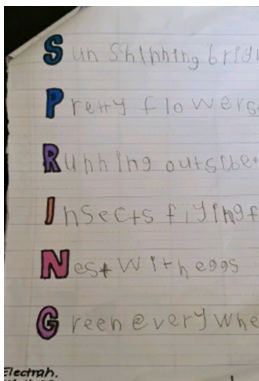
Reading

In Reading this term, we started by revisiting the reading strategies of **retelling and summarising** for the students. Students were required to tell the important parts of a variety fiction and nonfiction texts. They used resources such as the Retell Rope to help them. Students could select texts from home, their take home readers or texts from a range of educational apps, such as EPIC or Literacy Planet. We then briefly went over the strategies of **Making Connections** and **Visualising**, where students were required to make a text to self connection with a text of their choice. They had to relate the book they read to something that has happened in their own personal lives. They were also required to draw a picture of what they visualised in their minds after reading a specific passage given by the teachers. We then began our major focus for the rest of the term, which is understanding the **text structures and features** of a range of different texts. The students will continue to be introduced to a range of different texts, such as procedural texts, informational texts and recounts, including the features that are in each text.



Writing

For Writing at the beginning of this term, students continued focusing on writing **narratives**. Students were exposed to many narratives that modelled the structure. The structure included an orientation (characters and setting), a series of events, a problem and a solution. Students then had a go at following the correct structure to write their own narrative, based on a familiar fairy-tale. The Grade 1/2 students then moved onto writing **poetry**, where they were immersed into different types of poems such as acrostic, shape and rhyme. Students had a go at writing an acrostic, shape and rhyme poem, which involved them using many descriptive and rhyming words. Lastly, the students began learning to write an **information report**. Students were introduced to a range of different information reports that included a variety of structures and features. Students also focused on identifying the difference between a fact and an opinion. As we return back to school, students will continue to focus on information reports for the rest of the term. Students will learn to write in the structure of an information report which includes the title, classification, subheading, description and concluding statement. The teachers will model how to write an information report and then the students will have a go at writing their own on an animal of their choice.



Mathematics

During Mathematics this term, the students continued with **Place Value** and **Counting**. This is where they broke up and showed numbers as 100s, 10s and 1s in different ways, as well as practiced their skip counting abilities. Students then moved onto a short unit of length where they used an informal unit to measure objects around the house. They then learned about different **2D shapes**, including identifying features such as the number of sides and corners on each one. Students then explored **transformations** where they slid, flipped and turned shapes to change the way we view them. Finally, students began work on **Addition and Subtraction**. They began to develop a number of different strategies such as; count on, doubles and other known facts, to solve simple addition and subtraction problems and scenarios. We also practiced all of these areas on Mathletics, where the students were able to login from home and complete companion tasks for each unit.

For the remainder of Term 2, students will continue working on developing Addition and Subtraction strategies. These will include strategies such as, tens facts, facts to 20, fact families and adding 10. Students will practice these through games and solving worded problems.



Inquiry

In Inquiry this term so far, the students have been focusing on identifying what the term 'culture' means. They have been working on identifying their own culture and have begun looking into the different types of traditional clothing that are worn by a variety of cultures. The students identified things that they knew about different cultures around the world and some things that they wanted to find out.

As we return back to face-to-face teaching, the students will be focusing on identifying a particular culture that they would like to know more about. They will be working on identifying the traditional clothing, food and celebrations from that culture and displaying it in the form of a booklet or poster. By the end of this unit the students will have explored a range of cultures and will under-



