From the school’s syllabi and scope and sequence documents the stage one teachers have identified the following outcomes. These areas/skills will be targeted in all stage one classes during the term.

**ENGLISH**

**Talking and Listening**

The children will be encouraged to:

- follow directions
- use appropriate speech for different purposes; e.g. going on messages, speaking in assembly
- demonstrate attentive listening skills
- make relevant contributions in class and group discussions and activities
- use appropriate manners and values related to talking and listening
- acquire acceptable social skills – listening attentively, interrupting courteously, saying “please” and “thank you”
- present personal experiences (news)
- express their feelings and attitudes in oral recounts
- present topic talks – will be related to HSIE and Science and Technology

**Reading – Strategies**

- matching initial, middle and final sounds with letters
- reviewing the ‘alphabet’ and alphabetical order
- understanding that words are made up of syllables
- developing a bank of high frequency words (tricky words)
- consolidating of ‘one to one’ correspondence
- developing the ability to apply a variety of reading strategies
- recognising word families
- using punctuation in text to read aloud with fluency, expression and understanding

**Understanding – Developing the skills of**

- sequencing pictures
- identifying title, author, illustrator, blurb in literature
- identifying the main idea of a text
- identifying features of non-fiction text – index, contents
- gathering information from a text and answering questions in relation to the text
- recalling detail
- sequencing events and ideas
- predicting outcomes
- using different strategies to predict the outcome of a text
- retelling a story
**Writing/Grammar/Punctuation**
- developing the skills of revising and editing writing
- writing simple sentences with capitals and full stops
- writing simple sentences using “Subject, Verb, Object” pattern
- developing skills, knowledge, understanding and use of the structure of different texts – expositions, recounts and poetry
- writing ‘own’ full name e.g. James Smith
- developing the NSW Foundation style to produce neat, legible and consistent handwriting using correct upper/lower case letters and correct slope
- developing the use of correct pencil grip
- introducing/consolidating alphabetical order, sentence writing using capital letters and full stops, questions, commas in lists, exclamation marks, past and present tense, nouns, proper nouns, pronouns, adjectives and verbs
- Text Types – Exposition

**Spelling** *The children will be encouraged to develop*
- a bank of commonly used words written into their personal dictionary
- letter-sound correspondences
- the skill of using resources to spell words correctly e.g. charts and dictionaries
- the skill of “look, say, cover, write, check”
- a knowledge of sight words and letter sound correspondences and a variety of strategies to spell familiar words
- and learn weekly spelling lists including sound lists, sight words, frequently used words and theme lists
- the use of contractions, syllables, compound words, opposites and synonyms
- Jolly Phonics sound lists with emphasis on the long vowel sounds e.g. oa, ie, ee, ai, ue

**MATHEMATICS** – *Throughout the year, stage one students will develop the following strands and skills*

**Number “Practical” Maths Activity Program**
- count, order, read and represent two and three digit numbers
- use a range of mental strategies and informal recording methods for addition and subtraction involving one and two digit numbers – counting on, counting back and refining these strategies
- use a range of mental strategies and concrete materials for multiplication and division – developing skills, knowledge and understanding of rows of and groups of
- describe and model halves and quarters, of objects and collections, occurring in everyday situations
- bridging to ten
- use ordinal names
- count forwards and backwards by twos, fives or tens

**Chance**
- recognising and describing the element of chance in everyday events
- using familiar language to describe chance events eg might, certain, probably, likely, unlikely
- recognising and describing the element of chance in familiar activities eg ‘I might play with my friend after school.’
- distinguishing between possible and impossible events
- comparing familiar events and describing them as being more or less likely to happen
- distinguishing and using coins and notes

**Division**
- using a range of mental strategies and concrete materials for multiplication and division

**Patterns and Algebra**
- doubling and counting by 1s, 2s and 10s on and off the decade
Creating, representing and continuing a variety of number patterns, supplying missing elements in a pattern and building number relationships using the hundreds chart

Identify and describe relationships between addition and subtraction

Space and Geometry

- Uses the terms faces, edges and corners to describe three-dimensional objects
- Sorts, describes and represents three-dimensional objects including cones, cubes, cylinders, spheres and prisms, and recognises them in pictures and the environment

Measurement – Estimate, measure, compare and record

- Lengths and distances using informal units, ordering lengths and distances using informal units
- Area – comparing by supervising, cutting and covering with informal units and describing the parts left overusing informal units
- Volume and capacity - estimating, measuring, comparing and recording volumes and capacities using informal units
- Mass - estimating, measuring, comparing and recording the masses of two or more objects using informal units
- Time – months of the year, seasons, days of the week, analogue and digital use of o’clock and half past

H.S.I.E.

**Topic: Wet and dry environments** - This unit provides opportunities for students to explore the different aspects of wet and dry environment along with the flora and fauna that lives there

**SCIENCE & TECHNOLOGY**

**Topic: Wet and dry environments** – This unit provides opportunities for students to explore the different aspects of wet and dry environments as natural and built environments and the impact of people on those environments.

**Computer Education**

- Weekly class computer lessons – revising editing skills, keyboard skills, accessing programs, powerpoint presentations and finding information on the internet.

**PD/H/PE**

- Stage fitness - dance
- PE – Thursdays – Auskick AFL Program
- PD – Peer Support Program. All stage one students will be placed in a mixed group along with students from all stages with stage three students as leaders. Students will move to another room and all rooms will be supervised by a teacher every Tuesday (beginning week 5).

**Creative Arts**

- A variety of activities in visual arts, drama, dance, singing and music will be carried out across the stage and in class groups

**Music**

- Singing, music skills and appreciation will be done in each class using the ‘Music Express’ program

**Visual Arts**

- Will involve the process of perceiving, responding, evaluating, organising and manipulating a variety of media and will frequently be linked to the HSIE and Science and Technology Units.

**Dance and Drama**

- Dance and drama will be part of the classroom program and will be based on the ‘Exploring Dance and Drama’ program.

**Stage One Teachers**

- Mrs O’Connor 1/2O
- Mrs Senior 1/2S
- Mrs Zalaf 1/2Z
- Mr Marks 1/2M