Stage 1 – Term 3 Learning Objectives

ENGLISH - What are we learning in Term 3?

English – Guided Reading	
Year 1	Year 2
using decoding skills, phonics knowledge and learnt sight words to read more complex texts – paying attention to simple punctuation and understanding what is read	using decoding skills, phonics knowledge, sight words and increasing vocabulary to read more complex texts – paying attention to more complex punctuation and understanding what is read

English – Reading Group Activities	
Year 1	Year 2
Activities include a variety of phonics, spelling, comprehension, writing, creating, handwriting, reading, sight words, simple sentence construction etc *trying to undertake activities with elements of independence	Activities include a variety of phonics, spelling, comprehension, writing, creating, handwriting, reading, sight words, dictionary skills, vocabulary growth, sentence construction etc *trying to undertake activities with increasing levels of independence

English – Phonics	
Year 1	Year 2
learning, using and remembering more phonics/letter/sound combinations with an emphasis on reading	learning, using and remembering more phonics/letter/sound combinations with an emphasis on spelling

English – Comprehension	
Year 1	Year 2
reading simple texts and answering literal comprehension questions. Starting to read texts with "hidden information" and answering inferential comprehension questions	reading texts of increasing complexity with "hidden information" and answering inferential comprehension questions Starting to justify answers when asked to specualte

English – Writing	
Year 1	Year 2
creating texts of increasing length using literary features such as adjectives. Simple plot lines becoming more complex	creating texts of increasing length using literary features such as adjectives, more complex punctuation, a variety of sentence types. More complex plot lines

English – Quality Literature	
Year 1	Year 2
Can listen to longer texts Can discuss features of a text Can write a response to the text with increasing independence	Can listen to longer/more complex texts Can discuss multiple features of a text Can write a response to the text independently

English – Handwriting	
Year 1	Year 2
understanding where all letters begin and following the correct pathway to create each letter. Trying to use lines as a guide	understanding where all letters begin and following the correct pathway to create each letter using lines. Can use consistent spacing and size.

English – News	
Year 1	Year 2
knowing what to say, using increasing eye contact and confidence to deliver content	knowing what to say, steady eye contact, good volume and tone, sequential information and confidence to deliver content

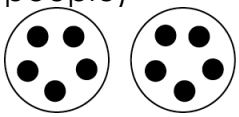
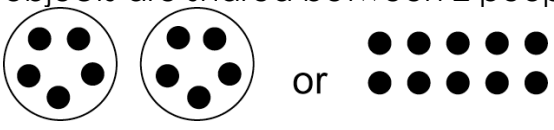
English – Listening	
Year 1	Year 2
can follow simple instructions can sit and listen to peers/teachers for increasing periods of time	can follow increasingly complex instructions and can listen to peers/teachers for longer periods of time

MATHS - What are we learning in Term 3?

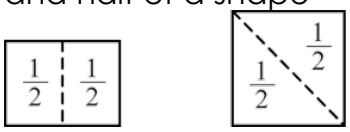
Maths - Place Value	
Year 1	Year 2
use 'standard' place value to partition numbers (eg 32 is 30+2)	use 'standard' place value to partition three-digit numbers, (eg 326 as 3 groups of one hundred, 2 groups of ten and 6 ones)

Maths - Patterns and Algebra	
Year 1	Year 2
model and describe 'odd' and 'even' numbers using counters paired in two rows. describe the pattern created by modelling odd and even numbers	solve problems by using number sentences represent a word problem as a number sentence pose a word problem to represent a number sentence

Maths - Addition and Subtraction	
Year 1	Year 2
investigate the effect of adding zero to a number (eg adding zero to a number does not change the number)	use concrete materials to model how addition and subtraction are inverse operations use related addition and subtraction number to 20, then beyond 20 (eg 15 + 13 = 28, so 28 – 13 = 15 and 28 – 15 = 13)
relate addition and subtraction facts for numbers to at least 20 (eg 5 + 3 = 8, so 3 + 5 = 8) use concrete materials to model the commutative property for addition and apply it to aid the recall of addition facts 4+5=5+4	Inverse strategy – a subtraction strategy in which the student adds forward from the smaller number to obtain the larger number (eg 65 – 37 = ? start at 37 and count up to 65 add 3 to make 40 then add 20 to make 60 then add 5 to make 65 So, the answer is 3 + 20 + 5 = 28)
use a range of strategies involving 1- and 2-digit numbers, including combining numbers that add to 10, (eg 4 + 7 + 8 + 6 + 3: first combine 4 and 6, then 7 and 3, lastly add 8)	

Maths - Multiplication and Division	
Year 1	Year 2
model division by sharing a collection of objects equally into a number of groups to determine how many in each group, (eg determine the number in each group when 10 objects are shared between 2 people) 	model division by sharing a collection of objects equally into a number of groups/ sharing equally into a given number of rows or columns in an array, (eg determine the number each person receives when 10 objects are shared between 2 people) 

Maths - Fractions

Year 1	Year 2
Use concrete materials to model half of a collection  counters or seedling trays and half of a shape  	use concrete materials to model a half, a quarter or an eighth of a collection, eg  quarters

Maths - Data

Year 1	Year 2
explain information presented in picture graphs/column graphs (eg More children like dogs because there are more dog pictures than cat pictures)	identify misleading representations of data in a picture graph, (eg where the symbol used to represent one item is shown in different sizes or where symbols are not equally spaced)

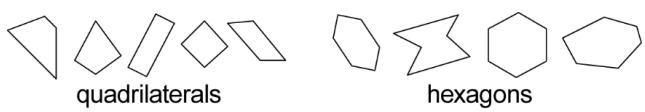
Maths - Mass

Year 1	Year 2
place objects on either side of a pan balance to obtain a level balance and use a pan balance to find objects that have the same mass, (eg a collection of blocks and a collection of counters)	find differences in mass by measuring and comparing, (eg The pencil has a mass equal to three blocks and a pair of plastic scissors has a mass of six blocks, so the scissors are three blocks heavier than the pencil)

Maths – Volume and Capacity

Year 1	Year 2
compare the capacities of two or more containers using uniform informal units recognise that containers of different shapes may have the same capacity	recognise that changing the shape of an object does not change the amount of water it displaces

Maths – 2D Shapes

Year 1	Year 2
identify and name 2D shapes presented in different orientations according to their number of sides, including using the terms 'triangle', 'quadrilateral', 'pentagon', 'hexagon' and 'octagon', eg  quadrilaterals hexagons	recognise that turning a shape does not change its size or features (Reasoning) describe the result of a turn of a shape, eg 'When the shape does a half-turn, it is the same but upside-down'

Maths – 3D Objects	
Year 1	Year 2
use the term 'face' to describe the flat surfaces of 3D objects with straight edges, including squares, rectangles and triangles. distinguish between 'flat surfaces' and 'curved surfaces'	sort 3D objects according to particular attributes, eg the shape of the surfaces and explain the attribute or multiple attributes used when sorting 3D objects

Maths - Length	
Year 1	Year 2
explain why the length of an object remains constant when units are rearranged, (eg The book was seven paper clips long. When I moved the paper clips around and measured again, the book was still seven paper clips long)	recognise that there are 100 centimetres in one metre, ie 100 cm = 1 m record lengths and distances using the abbreviation for centimetres (cm)

Maths - Area	
Year 1	Year 2
estimate areas by referring to the number and type of uniform informal unit used and check by measuring discuss strategies used to estimate area, (eg visualising the repeated unit)	record comparisons of area informally using drawings, numerals and words, and by referring to the uniform informal unit used

Maths - Time	
Year 1	Year 2
identify a day and date using a conventional calendar identify significant days identify the different uses of calendars in various communities	describe the hands on a clock as turning in a 'clockwise' direction associate the numerals 3, 6 and 9 with 15, 30 and 45 minutes and with the terms 'quarter past', 'half past' and 'quarter to', respectively

SCIENCE - What are we learning in Term 3?

FORCES - The Physical World strand explores the physical characteristics of objects and how this affects their movement. Light, sound and heat are identified as forms of energy that may be transferred and transformed. Students will explore the differences between contact and non-contact forces and develop knowledge and understanding of forces and different types of natural and manmade energy.

Force Sub-Topics include:

What are Push and Pull Forces

Push and Pull Forces in our Playground

Force and Friction

Force and Buoyancy

Forces and Gravity

GEOGRAPHY - What are we learning in Term 3?

FEATURES OF PLACES – This Geography Unit explores the natural and constructed/built features of places. Students describe the reasons places change and identify the active role of citizens in the care of places. Students explore activities occurring in places and how the spaces within places can be used for different purposes.

Features of Places Sub-Topics include:

Natural Features

Constructed or built Features

Managed Features (places that need human involvement to manage)

Mixed Environments (places containing Natural, Built and Managed Features or a combination of 2)

Nature Stories from The Dreamtime

PDHPE - What are we learning in Term 3?

PDH (Personal Development and Health) MY GROWING SELF – This PDH Unit looks at systems inside our bodies and what happens to our bones. muscles etc as we grow. We also look at healthy food choices to support our growing bodies and Healthy Harold will come to visit us this term!

PE (Physical Education) - This term in Sport we are looking to develop all students' sport skills for a variety of activities. Some sports involve teamwork and fair play, some are individual pursuits. But all Sports include the elements of the Fundamental Movement Skills.

Sports include:

Gymnastics (balance and co-ordination focus)

End Ball (throwing and catching focus)

Rounders (hitting and running focus)

Kick Ball (kicking and aim focus)

Touch Football (throwing and catching focus + all students working as a team)

Futsal (kicking and aiming focus + all students working as a team)

WHAT A FABULOUS PLAN FOR TERM 3 LEARNING!!!