



Kurrajong North Public School – Class Learning Overview  
Term 2, 2025 – K/1



Week	1	2	3	4	5	6	7	8	9	10
Phonics Kindy	r, l, d, b, h, i, u				v, w, y, z, j, n, k e					
Camera Words	day, of, a, he, today, for				all, is, he, no, they, said					
Phonics Yr 1	Term 1 Revision	/ch/ <b>lunch</b> & adding -es to make plural	/j/ 'dge' or 'ge' at the end of base words	/igh/ 'igh' or 'y' at the end of base words, 'i' or 'i_e' Adding -s, -ed or -ing to /igh/ words	Suffix rule – When to change 'y' to 'i' before adding on	/oa/ 'oa' ( <i>float</i> ), 'ow' ( <i>grow</i> ), 'o-e' ( <i>stone</i> ) and homophones (road/ rode)		/oo/ ( <i>moon</i> ) <b>or</b> /oo/ ( <i>book</i> )	/ar/ 'ar' (start) 'a' (bath) Suffix rule: doubling	
Camera words		they're, you're		homophones: e.g. hi/high		many, any, here, there		where, what, why, who, which, when		though, open
Writing	We are learning to write to <b>entertain</b> through a <i>losing tale</i> . Our model text is called ' <u>Rory and the Lost Gem</u> '. Through the Talk for Writing process, we will be learning to: - Use saying verbs: said (shouted, whispered, screamed, growled etc.) - Use adverbs: words that tell us how something was done, e.g. ran <b>quickly</b> - Use time connectives to link events: <i>then, after, at that moment</i> etc. Kindergarten students will compose stories orally. However, they are now learning what a simple sentence is and how to write their own.					We are learning to write to <b>persuade</b> . Our model text is called ' <u>The Magic of Looking Carefully</u> '. We will learn what a pronoun is (words that replace names – I, it, we, they, me etc.) We will learn to: - Give an opinion on shared ideas - Be clear with our writing – explain properly - Use commands (Do/Get a ... now!)				
Reading	Whole-Class Comprehension Text: <u>The Pocket Dogs</u> by Margaret Wild. We will be learning how authors help us understand and imagine their characters. Students will be led through oral comprehension and response activities, and will engage in drama and word-play activities to deepen their understanding. Vocabulary lessons will occur daily focusing on words students will encounter in their reading. All students will practice reading decodable texts linked with their learning in phonics. They will read daily to their teacher, their peers and to themselves.					Students will read (and be read to) various non-fiction texts and excerpts related to their science and history topics. These books will deepen their schema (information in long-term memory) and will be used as stimulus for writing.				
Handwriting	Term 1 Revision	C-boss letters – One each week <i>g, d, q</i>			L-boss letters – One each week <i>t, i, k</i>			U-boss letters – One each week <i>u, w, y</i>		
Maths Kindergarten	Counting teens! Focus on number 14	Properties of 3D objects & number lines to 20	Positional language & sorting 3D objects (attributes)	Count backwards from 20 & heavy or light? (early mass)	Before or after numbers from 0 – 20	Sharing a collection of objects into groups (early ÷)	Sharing into 3 or more groups & directions	Counting on to add & what is length?	Counting back to subtract and o'clock times	Revision and assessment

Maths Year 1										
<i>Mathematical Fluency</i>	Kindergarten students will continue to consolidate number bonds to 10 with automaticity, known as ‘friendly numbers of 10’. Year 1 - Ninja Maths: From Week 4, we will be introducing a re-vamped version of Ninja Maths. Each student will be given a placement test to determine their level. Each day, students will be taught and will practice maths facts related to their level. Fridays will be ‘test day’ to determine if they are ready to graduate their level and move to the next. If graduating, they will receive a coloured wrist band.									
<i>History</i>	Students will be learning about Aboriginal and Torres Strait Islander cultures, with a special focus on the Dharug People. They will explore Dreaming Stories, traditional cultural objects, special local places, and begin to learn some Dharug language. Through these experiences, students will begin to understand the strong and continuing connection that the Dharug People have to their Country.				History is not taught in the second half of the term. Two science lessons are taught each week to delve deeper into the topic and further develop students’ knowledge of the Science topic.					
<i>Science</i>	Science is not taught in the first half of the term. Two history lessons are taught each week to delve deeper into the topic and further develop students’ knowledge of the History topic.				Students will be learning about the five senses and how our bodies detect the world around us. They will explore how the brain works with our sense organs—like our eyes, ears, nose, tongue, and skin—to gather information. Students will investigate how we see and hear, how taste and smell help us understand our environment, and how our sense of touch helps us feel different textures.					
<i>PD/H</i>		Emotions – we feel lots of them!	Controlling ourselves when we are angry	Managing sad or worried feelings	The importance of honesty	The importance of being fair	The importance of kindness	Making things right (apologies)	Getting along with others	Good and bad ways to disagree
Creative Arts	In the first half of this term, students will explore how art can tell stories about people, cultures, and places. They will look at historical artworks and learn how Aboriginal and Torres Strait Islander Peoples express their deep connection to Country and Place through art. Students will also revisit ancient artworks linked to our Term 1 History learning about Egypt and China.					In the second half of the term, students will get hands-on with painting, printmaking, and sculpture. They will experiment with colours and creating texture. Students will also mould clay and playdough, and build simple 3D artworks using natural or recycled materials.				