





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	/ch/ lun <b>ch</b> /j/ 'dge' or			/igh/ 'igh' or '	y' at the end Suffix rule		/oa/		/00/	/ar/	
	Term 1	& adding	'ge' at the	of base word	· —	– When to	'oa' (fl <b>oa</b> t),		(m <b>oo</b> n <b>)</b>	ʻar' (st <b>ar</b> t)	
	Revision	–es to	end of base	Adding -s, -e	d or -ing to	change 'y'	ʻo-e' <i>(st<b>o</b>ne)</i> and		or	'a' (b <b>a</b> th)	
		make	words	/igh/ v	vords	to 'i' before	•	homophones (road/ rode)		Suffix rule:	
		plural				adding on	roo			doubling	
Camera words		they'r	e, you're	homophones	: e.g. hi/high	many, any,	here, there where, what, why, where, where		it, why, who,	though,	
									, when	open	
Writing	We are learning to write to entertain through a losing tale. Our model text is						We are learning to write to <b>persuade</b> . Our model text				
	called <u>'Rory and the Lost Gem'</u> . Through the Talk for Writing process, we will be						is called ' <u>The Magic of Looking Carefully</u> '. We will				
	learning to:						learn what a pronoun is (words that replace names –				
	<ul> <li>Use saying verbs: said (shouted, whispered, screamed, growled etc.)</li> </ul>							I, it, we, they, me etc.) We will learn to:			
	- Use adverbs: words that tell us how something was done, e.g. ran <i>quickly</i>							- Give an opinion on shared ideas			
	- Use time connectives to link events: <i>then, after, at that moment</i> etc.							- Be clear with our writing – explain properly			
	Kindergarten students will compose stories orally. However, they are now learning							<ul> <li>Use commands (Do/Get a now!)</li> </ul>			
	what a simple sentence is and how to write their own.										
Reading	Whole-Class Comprehension Text: <u>The Pocket Dogs</u> by Margaret Wild. We will be							Students will read (and be read to) various non-			
	learning how authors help us understand and imagine their characters. Students							fiction texts and excerpts related to their science and			
	will be led through oral comprehension and response activities, and will engage in						history topics. These books will deepen their schema				
	drama and word-play activities to deepen their understanding. Vocabulary lessons						(information in long-term memory) and will be used				
	will occur daily focusing on words students will encounter in their reading.						as stimulus for writing.				
	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.										
Handwriting		Term 1 C-boss letters – One each week				L-boss letters – One ea					
	Revision		<i>g, d, q</i>			<i>t, i, k</i>		<i>u, w, y</i>			
Maths	Counting	Properties	Positional	Count back-	Before or	Sharing a	Sharing	Counting	Counting	Devision	
Kindergarten	teens!	of 3D	language &	wards from	after	collection	into 3 or	on to add	back to	Revision	
	Focus on	objects &	sorting 3D	20 & heavy	numbers	of objects	more	& what is	subtract	and	
	number	number	objects	or light?	from 0 – 20	into groups	groups &	length?	and o'clock	assessment	
	14	lines to 20	(attributes)	(early mass)		(early ÷)	directions		times		

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.										
Students will be learning about Aboriginal and Torres										
		•		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'						
•		•								
•	•		ne Dharug							
C -:		h a finat h alf af ti		-						
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-	-		-							
•		•	1115	-						
child net ge of the fistory topic.									ures.	
	Emotions	Controlling	Managing	The	The	The	Making	Getting	Good and	
	– we feel	ourselves	sad or	importance	importance	importance	things right	along with	bad ways	
	lots of	when we are	worried	of honesty	of being	of kindness	(apologies)	others	to disagree	
	them!	angry	feelings		fair					
		•	•							
		•								
	-		•	•	simple 3D artworks using natural or recycled materials.					
•		•	-							
	Year 1 - Ninj test to determine Students will Strait Islande Dharug Peop traditional c begin to lear experiences, strong and c People have Science is no history lesso into the topi knowledge c In the first h about peop and learn ho deep conr	Year 1 - Ninja Maths: Fro test to determine their le to determine if they are Students will be learning Strait Islander cultures, v Dharug People. They will traditional cultural object begin to learn some Dhar experiences, students wi strong and continuing co People have to their Cou Science is not taught in t history lessons are taugh into the topic and furthe knowledge of the History Emotions – we feel lots of them! In the first half of this tern about people, cultures, a and learn how Aboriginal deep connection to Cou	Year 1 - Ninja Maths: From Week 4, we watest to determine their level. Each day, so to determine if they are ready to gradualStudents will be learning about AboriginStrait Islander cultures, with a special for Dharug People. 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