



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



| Week | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|--------------------------------------|---|--|---------------------------|---|---------------------------|--|---|--|-------------------------------------|
| Phonics (K) | <i>s, m, c, t, g, p, a, o</i> | | | | | | <i>r, l, d, b, f, h, i, u</i> | | |
| Phonics and Spelling (Year 1) | <i>FLOSS rule (ff, ll, ss, zz at the end of words)</i> | <i>Spelling Focus Adding 'ing' - doubling rule</i> | <i>Long /a/ ay, ai, a</i> | <i>Long /a/ a_e</i> | <i>Long /e/ ee, y</i> | <i>Long /e/ ea, e_e</i> | <i>Spelling Focus Drop the 'e' rule</i> | <i>/k/ initial spellings c or k</i> | <i>/k/ final spellings k, or ck</i> |
| Handwriting | <i>C-boss letters One week each on c, a and o</i> | | | <i>L-boss letters One week each on l, b and h</i> | | | <i>R-boss letters One week each on r, n and m</i> | | |
| Reading Fluency | <i>Students will participate reading fluency sessions 3-4 times per week. They will read decodable words and texts in line with the phonics/spelling program.</i> | | | | | | | | |
| Shared Reading and Vocabulary | <i>Students will explore one quality text each week. Throughout the week, students will work through literal and inferred comprehension, syntax and grammar focuses. They will also be explicitly taught three vocabulary words per week.</i> | | | | | | | | |
| Writing | <p><u>Narrative - Character</u> We are learning to compose a narrative, using the Three Little Pigs as a model text. Kindergarten will present their story orally. Year 1 will present a written story and learn the following toolkit.</p> <ul style="list-style-type: none"> ○ Give your character a name that tells the reader something about them ○ Describe how your character moves using carefully chosen verbs ○ Describe your character using two adjectives | | | | | <p><u>Recount</u> We are learning to compose a recount. Kindergarten will present their story orally. Year 1 will present a written recount and learn the following toolkit:</p> <ul style="list-style-type: none"> ○ Put the events in the correct order using time connectives ○ Help the reader picture what happened by using well-chosen adjectives ○ Add extra information using 'which' or 'who' | | | |
| Mathematics (K) | <i>Counting forwards and backwards between 0-10 Numeral formation 0-5 Counting small collections (under 20 objects) Number of the day</i> | | | <i>Subitising and 2D Shapes</i> | <i>Data and 2D Shapes</i> | <i>Ordering Numbers and Creating Patterns</i> | <i>Counting and Addition</i> | <i>Subtraction and Time (days of the week)</i> | <i>Addition and Subtraction</i> |

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| <i>Mathematics (Year 1)</i> | <i>Place value (2 and 3 digit numbers)</i> <i>Position</i> | <i>Counting on to add and subtract</i> <i>Time: months and seasons</i> | <i>Doubles and near doubles</i> <i>Chance</i> | <i>Forming groups</i> <i>2D shapes</i> | <i>Sharing into equal groups</i> <i>3D objects</i> | <i>Efficiently reading and writing</i> <i>Number bonds to 10</i> | <i>Ordering numbers</i> <i>Telling time to the half hour</i> | <i>Measuring length in informal units</i> <i>Odd and Even numbers</i> | <i>Review</i> |
| <i>History</i> | <i>Students explore the ancient past, focusing on the civilizations of Egypt and China. Through myths, legends, and historical stories, they will learn about the people, places, and cultures of these ancient societies. Students explore enduring structures and compare ancient artifacts. They also use maps and images to locate key sites and discover how archaeologists study the past through evidence.</i> | | | | | | | | |
| <i>Science</i> | | | | | | <i>Students will explore how living things survive and change in their environment. Through hands-on activities, observations, and storytelling, they will learn about plants, animals, their senses, and life cycles. We will also explore how Aboriginal and Torres Strait Islander Peoples use their knowledge of nature. Students will classify living things, track plant and animal growth, and discuss extinct animals.</i> | | | |
| <i>PDH</i> | <i>Learning to Listen</i> | <i>Focusing Attention</i> | <i>Following Directions</i> | <i>Self-Talk for Staying on Task</i> | <i>Being Assertive</i> | <i>Feelings</i> | <i>Feelings</i> | <i>Identifying Anger</i> | <i>People can have different feelings</i> |
| <i>PE</i> | <i>Students will focus on the following Fundamental Movement Skills through a range of games and activities; balancing, jumping, side gallop, hopping, catching and throwing</i> | | | | | | | | |
| <i>Creative Arts</i> | <i>This term Creative Arts will focus on drama as we utilise imagination, storytelling, mime and movement to produce performances based on Fairy Tales. Students will present their version of scenes from the Fairy Tale to the class.</i> | | | | | | | | <i>Dance with Ezra</i> |