**OVERPORT PRIMARY SCHOOL**





**YEARLY OVERVIEW – YEAR 1 & YEAR 2**

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|  |  | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| **ENGLISH** | **Phonics and word knowledge** | Graphemes: * B,bb as in balloon
* A as in apple
* K,c,q,ck,x as in kite
* E as in egg
* D,dd as in duck
* I as in igloo
* F ff as in fish
* O a as in orange and watch
* G,gg as in girl
 | Graphemes: * U o as in umbrella
* H,as in house and jellyfish
* ai ay a\_e as in snail
* l, ll as in lizard
* ee,e,ea as in bee
* m,mm as in moon
* i\_e y as in ice cream
* n,nn:ng as in ring and net
* oa, o\_e o as in boat
 | Graphemes: * p,pp:r rr as in pigg and robot
* ar, a as in star
* S,ss, se, x(ks) c as in seal
* Ir ,ur as in bird
* T,tt as in tiger
* Or a as in horse
* V ve:w wh u as in vase and web
* Oo u as in book
* Y as yo-yo
 | Graphemes:* Oo as in boot
* Z,zz,s,se,s,si as in zebra
* Ou, ow as in cloud
* Ch, sh as in chicken and shell
* Oy oi:eer, ear
* Th:th as in thong and feather
* Air as in chair
* Er as in ladder
 |
| **Grammar** | Year 1* Syllables
* Dictionary Skills
* Alphabetical Order

Year 2* Alphabetical Order
* Syllables
* Compound Words
 | Year 1* Proper Nouns
* Verbs
* Adverbs
* Adjectives

Year 2* Nouns
* Adjectives
* Verbs
* Dictionary Skills
 | Year 1* Homophones
* Antonyms
* Synonyms
* Compound words

Year 2* Antonyms
* Synonyms
* Contractions
 | Year 1* Prefixes
* Suffixes
* Conjunctions
* Contractions

Year 2* Prefixes
* Suffixes
 |
| **Punctuation** | VCOP IntroductionYear 1* Capital letters
* Full stops
* Question marks

 Year 2* Capital letters
* Full stops
* Question Marks
* Exclamation Marks
* Talking Marks
 | Level 1, 2, 3 VCOP* Capital letters
* Full stops
* Question mark
* Talking marks
* Exclamation marks

Year 2* Conjunctions
* Vocabulary
* Openers
* Upleveling sentences
 | Level 1,2,3,4 VCOP* Capital letters
* Full stops
* Question mark
* Commas
* Exclamation marks
* Ellipses
* Apostrophe
* Talking marks

Year 2* Capital letters
* Full stops
* Question Marks
* Exclamation Marks
* Talking Marks
 | Level 1,2,3,4 VCOP* Capital letters
* Full stops
* Question mark
* Commas
* Exclamation marks
* Ellipses
* Apostrophe
* Talking marks

Year 2* Conjunctions
* Vocabulary
* Openers
* Upleveling sentences
 |
| **Writing Genres**Inclusion of weekly VCOP/Big Write session.  | * Personal Writing
* Report writing
* Persuasive Writing
* Handwriting
 | * Persuasive Writing
* Recount Writing
* Handwriting
 | * Narrative
* Explanation
* Handwriting
 | * Procedural
* Revision
* Handwriting
 |
| **Comprehension****Strategies****(Margaret Menner)** | Year 1* Activating prior knowledge
* Monitoring Comprehension
* Questioning

Year 2* Activating prior knowledge
* Making connections
* Questioning
* Determining Important Ideas
 | Year 1* Fluency
* Summarising
* Visualising
* Inferring

Year 2* Determining Important Ideas
* Vocabulary
* Synthesizing
* Visualising
* Fluency
* Inferring
 | Year 1* Making connections
* Synthesizing
* Vocabulary Extension
* Revision

Year 2* Activating prior knowledge
* Making connections
* Questioning
* Determining Important Ideas
 | Year 1Revision of all Comprehension StrategiesYear 2* Determining Important Ideas
* Vocabulary
* Synthesizing
* Visualising
* Fluency
* Inferring
 |
| **Reading strategies (whole school strategies)** | Year 1* Tracking
* Directionality
* Picture Cues
* Re-reading
* Reading on

Year 2* Meaning Cues
* Structure Cues
* Visual Cues
* Picture Cues
* Re-reading
* Reading on
* Self-Correction
* Skipping
* Chunking
* Syllabification
 | Year 1* Chunking
* Syllabification
* Visual Cues
* Predicting words
* Skipping

Year 2* Word Analogy
* Meaning Cues
* Structure Cues
* Visual Cues
* Picture Cues
* Re-reading
* Chunking
 | Year 1* Meaning Cues
* Structure Cues
* Cross-checking
* Word Analogy
* Self-correction

Year 2* Meaning Cues
* Structure Cues
* Visual Cues
* Picture Cues
* Re-reading
* Reading on
* Self-Correction
* Skipping
* Chunking
* Syllabification
 | Year 1Revision of all Comprehension StrategiesYear 2* Word Analogy
* Meaning Cues
* Structure Cues
* Visual Cues
* Picture Cues
* Re-reading
* Chunking
 |
| **Speaking and listening** | * Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace
* Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
 | * Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
 | * Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others
 | * Make short presentations using some introduced text structures and language, for example opening statements
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| **MATHEMTATICS**Michael Ymer approach in an Overport maths planner.  | **Number & Algebra** | * Exploring Numbers
* Place Value
* Patterns and Algebra

Year 2* Exploring Numbers
* Place Value
 | * Patterns & Algebra
* Addition
* Subtraction
* Fractions and decimals
* Money & financial Mathematics

Year 2* Patterns & Algebra
* Addition
* Subtraction
* Fractions and decimals
* Money & financial Mathematics
 | * Place value
* Multiplication
* Division

Year 2* Place value
* Multiplication

Division | The topics specified for this term will be determined as requiring further attention for this cohort of students. Term 4 is essentially a time for revision and the consolidation of knowledge, skills and understandings in mathematics. |
| **Measurement & Geometry** |  | * Units of measurement
* Time
 | * Symmetry
* Shape
* Location & transformation
* Units of measurement
 |
| **Statistics & Probability** |  | * Chance
* Data representation and interpretation
 |  |
| **INQUIRY Approach** | **Integrated Studies**(Over a 2-year span) | **Even year** **Citizenship** | **Natural Disasters** | **Physical changes****(Science experiments)** | **Light and Sound** |
| **Odd year Ecosystems** | **Reduce, Reuse, Recycle and Rethink** | **Cooking for healthy bodies** | **Toys and Simple Machines** |
| **ICT** | ICT in level 1 and 2 is integrated into the regular school curriculum throughout the year. During ICT sessions, students will then develop the skills and competencies that aline to the Victorian curriculum.  |
| **Computer fundamentals**Year 1* Understand what a computer is and what the parts are called
* Sit and behave properly at the computer
* Log on to a computer with help from my teacher
* Move the mouse and point it to a desired location
* Click the mouse to select and deselect
* Understand what the home button is for
* Find and open programs using the home button or the desktop icon
* Close programs when finished using them
* Type words in to Word Processing tools
* Highlight a word in a Word document and change the font type, colour, size or alignment
* Make a picture using shapes in Paint
* Turn on, and log on to, a computer
* Use the home button to shut down or log off a computer
* Use the mouse to select and open a file
* Save work and print with teacher’s help

**Year 2****Consolidate the year 1 learning objectives and;*** To log on and shut down the computer and to open and close a variety of programs using the mouse confidently (using home button or desktop shortcuts).
* To save work using a file name and then find it.
* To use the mouse to copy and paste words and images from the internet.
* To print a document with teacher permission.
 | **Creating, formatting and editing**Year 1* Create a product for a specific audience in Word by…
* Typing text/information using the space bar to separate words
* Selecting some text to make it bold and colourful
* Inserting a picture from clip art
* Create graphics (pictures) for a specific audience or purpose

**Year 2****Consolidate the year 1 learning objectives and;*** To type and publish writing using Word or other programs.
* To create a product for a specific audience by inserting clipart, images from the internet, word art, borders and text boxes.
* To use Paint or similar to create graphics
* To experiment with PowerPoint by adding slides, changing backgrounds, typing in information and adding pictures.
* Use Excel to create a simple chart and to discuss the results.
 | **Internet**Year 1* Find and open Internet Explorer (or similar)
* Find a website by typing in an address provided by a teacher

 **Year 2****Consolidate the year 1 learning objectives and;*** To open internet explorer, find a website by typing in an address and navigate
* With assistance use a search engine to find relevant information or pictures
* To write and send an email
* Understand that not all websites will give me correct information
 | **Cyber Safety and Awareness**Year 1* Understand why personal details should not be shared on the internet
* I know to only talk to people I know on the internet
* When I see something that is not right I know to tell an adult

**Year 2****Consolidate the year 1 learning objectives and;*** To know not to give out personal details on the internet and why
* To notify an adult if I see something that that is not right or inappropriate
* To develop an understanding of cyberbullying and how it can affect people
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|  | **Homework**  | Each night, students are expected to complete 10 minutes reading and 5 minutes spelling word practice. Year One’s will be tested each Friday on five Magic Words while year two students will be tested on ten Magic Words. Optional tasks will be provided for students and parents who wish to complete additional weekly homework. This is, however, not compulsory.  |
|  | **Assessment** | * Refer to last year’s End of Year results.
* Magic Word spelling test
* Weekly spelling tests.
* Running records.
* Pre and post maths tests.
 | * SA Spelling Test,
* Burt Reading Assessment,
* Teacher-generated Maths CATs,
* Mathletics online assessment,
* Inquiry Projects
* Magic Word spelling test
* Weekly spelling tests.
 | * Magic Word spelling test
* Weekly spelling tests.
* Running records.
* Pre and post maths tests.
 | * SA Spelling Test,
* Burt Reading Assessment,
* Teacher-generated Maths CATs,
* Mathletics online assessment,
* Inquiry Projects
* Magic Word spelling test
* Weekly spelling tests.
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* **Please remember this is a guide only and the teacher will develop their programs to match the needs of the children in their class.**