

| Domain/Program (annual hours) | Focus | Time allocation (hours) | Term 1 | Term 2 | Term 3 | Term 4 |
|--------------------------------|--|--|--|--|--|--|
| English 320 hours | Writing | 120 | Creating literature, Phonics and word knowledge, Creating texts Recount/Narrative Text structure and organisation Hand writing, WOW writing, personal writing | Creating literature, Phonics and word knowledge, Creating texts Procedural/Narrative/Handwriting Text structure and organisation Hand writing, WOW writing, personal writing | Creating literature, Phonics and word knowledge, Creating texts Explanation/Persuasive Text structure and organisation Hand writing, WOW writing, personal writing | Creating literature, Phonics and word knowledge, Creating texts Report/Narrative Text structure and organisation Hand writing, WOW writing, personal writing |
| | Reading and Viewing | 125 | Interpreting, analysing, evaluating Using prior knowledge, monitoring comprehension, questioning <ul style="list-style-type: none"> • Tracking • Directionality • Picture Cues • Re-reading • Reading on Use of soundwaves for reading | Interpreting, analysing, evaluating Creating Mental Images/Visualisation & Asking Questions <ul style="list-style-type: none"> • Chunking • Syllabification • Visual Cues • Predicting words • Skipping Use of soundwaves for reading | Interpreting, analysing, evaluating Drawing Inferences & Determining What is important/Summarising <ul style="list-style-type: none"> • Meaning Cues • Structure Cues • Cross-checking • Word Analogy • Self-correction Use of soundwaves for reading | Interpreting, analysing, evaluating Synthesizing, reinforcing all strategies Revision of all Comprehension Strategies Use of soundwaves for reading\ |
| | Speaking and Listening | 25 | Interacting with others, Language variation and change, Language for interaction, Expressing and developing ideas Developing oral language strategies and techniques Understanding how to communicate with peers and teachers respectfully. Contribution to class discussions and group work. Colorful Semantics WOW talk time and talk homework | Interacting with others, Language variation and change, Language for interaction, Expressing and developing ideas Developing oral language strategies and techniques Understanding how to communicate with peers and teachers respectfully. Contribution to class discussions and group work. Colorful Semantics WOW talk time and talk homework | Interacting with others, Language variation and change, Language for interaction, Expressing and developing ideas Developing oral language strategies and techniques Understanding how to communicate with peers and teachers respectfully. Contribution to class discussions and group work. Colorful Semantics WOW talk time and talk homework | Interacting with others, Language variation and change, Language for interaction, Expressing and developing ideas Developing oral language strategies and techniques Understanding how to communicate with peers and teachers respectfully. Contribution to class discussions and group work. Colorful Semantics WOW talk time and talk homework |
| | Spelling | 25 | Phonics and word knowledge Use of soundwaves Beginning consonants in single syllable words Diagraphs and blends (initial) | Phonics and word knowledge Use of soundwaves Beginning consonants in single syllable words Diagraphs and blends (final) | Phonics and word knowledge Use of soundwaves Short vowels in single syllable words | Phonics and word knowledge Use of soundwaves Onset and rime patterns in single syllable words Contractions (simple) |
| | Grammar | 25 | Expressing and developing ideas Punctuation (full stops and capitals) Nouns and proper nouns VCOP | Expressing and developing ideas Punctuation (full stops and capitals – introduce ! and ?) Adjectives and glue words (conjunctions) VCOP | Expressing and developing ideas Punctuation (! And ? introduce "" and ...) Verbs and action verbs VCOP | Expressing and developing ideas Punctuation (Ellipses, question marks, commas, apostrophe, talking marks) Revise nouns, proper nouns, adjectives, adverbs an verbs VCOP |
| Mathematics 200 hours | Number and Algebra | 120 | Number and place value | Number and place value | Number and place value | Number and place value |
| | | | Place value, Counting | Patterns and algebra | Patterns and algebra | Patterns and algebra |
| | | | Patterns and algebra | Place value, addition and subtraction | Place value, multiplication, | Fractions and decimals |
| Skip Counting, Number Patterns | | | Money and financial mathematic | Fractions and decimals | fractions, division | |
| Measurement and Geometry | 40 | Shape | Location and transformation | Using units of measurement | Using units of measurement | |
| | | 2D/3D shapes and transformations, time (Calendars) | Location, | Length, mass, capacity, area | Symmetry, flip, slide, turn activites time, | |
| | | | Using units of measurement | time (clocks) | review of topics as needed | |
| Statistics and Probability | 40 | Data representation and interpretation | Chance | Chance | Data representation and interpretation | |
| | | Graphing, data collection (tallying) | Language of chance. | Chance and Data categorising | Interpret bar graphs, line graphs. Analyse information presented. | |
| Science 60 hours | Understanding, inquiry skills, human endeavour | 60 | Science Understanding, Inquiry Skills | | | Science Understanding, Inquiry Skills |
| | | | Questioning and predicting | | | Questioning and predicting |
| | | | Planning and conducting | | | Planning and conducting |

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| | | | | Analysing and evaluating Communicating Year 1: Chemical sciences: Kitchen Science Year 2: Biological Science: Living Things | | Analysing and evaluating Communicating Year 1: Earth and Space Sciences: Weather and Seasons Year 2 Physical Science How Does It Work? | |
| Physical Education/Sport 80 hours | Movement and activity Interpersonal development | 80 | Fundamental motor skills/games Personal, Social and Community Health Movement and physical activity | Fundamental motor skills/games Personal, Social and Community Health Movement and physical activity | Fundamental motor skills/games Personal, Social and Community Health Movement and physical activity Aquatic Education | Fundamental motor skills/games Personal, Social and Community Health Movement and physical activity | |
| Art 60 hours | Visual Performing | 60 | Focus on art elements Dama/music | Focus on art elements Music | Focus on art elements Music/Concert | Focus on art elements Music/Concert | |
| Languages 100 hours | Communicating Intercultural knowledge | 100 | LOTE | LOTE | LOTE | LOTE | |
| Health 20 hours | Health knowledge and promotion Building social relationships | 20 | Year 1/2 sport Health and Physical Education Resilience project Play is the way | Year 1/2 sport Health and Physical Education Resilience project Play is the way | Year 1/2 sport Health and Physical Education Resilience project Play is the way | Year 1/2 sport Health and Physical Education Resilience project Play is the way | |
| Capabilities 20 hours | Ethical Capabilities Intercultural Capabilities Personal and Social Capabilities | 20 | Ethical Capabilities Understanding concepts Fairness Right and wrong acts Ethical considerations Decision making and actions Action and their effect Ethical decision making | Ethical Capabilities Understanding concepts Fairness Right and wrong acts Ethical considerations Decision making and actions Action and their effect Ethical decision making | Ethical Capabilities Understanding concepts Fairness Right and wrong acts Ethical considerations Decision making and actions Action and their effect Ethical decision makingEt | Ethical Capabilities Understanding concepts Fairness Right and wrong acts Ethical considerations Decision making and actions Action and their effect Ethical decision making | |
| Critical & Creative Thinking 10 hours | Questions and Possibilities Reasoning Meta-Cognition | 10 | Questions and Possibilities Reasoning Meta-Cognition | Questions and Possibilities Reasoning Meta-Cognition | Questions and Possibilities Reasoning Meta-Cognition | Questions and Possibilities Reasoning Meta-Cognition | |
| Integrated study (Thinking Processes/ Personal Learning) 80 hours | Geography | | Geographical Concepts and Skills and Geographical Knowledge. | Science Understanding, Inquiry Skills | Geographical Concepts and Skills and Geographical Knowledge. | Science Understanding, Inquiry Skills | |
| | | | Place, space and interconnection Places and our connections to them Data and information | | | | Place, space and interconnection Places and our connections to them Data and information |
| | | | Historical Concepts and Skills and Historical Knowledge | | | | Historical Concepts and Skills and Historical Knowledge |
| | | | Chronology Historical sources as evidence Continuity and change Historical significance Personal histories Community histories Year 1: Theme: learning to learn My Family and Me Year 2: Theme - My Local Community and Me.. | | | | Chronology Historical sources as evidence Continuity and change Historical significance Personal histories Community histories Year 1 - Theme: Kitchen science Year 2 Theme Living Things. Year 1: Theme: Our state Victoria Year 2 - Theme: Our Country Australia. |
| | History | 30 | Historical Concepts and Skills, Historical Knowledge Year 1: Personal Histories - My family and me | Historical Concepts and Skills, Historical Knowledge Geographical Knowledge Year 1: Places and our Connections - My State Victoria | | | |
| | Civics | 10 | Year 1: Personal Histories - My family and me | Year 1: Places and our Connections - My State Victoria | | | |
| Design and Technology | 10 | | | | | | |
| Sustainability | 15 | | | | | | |
| ICT | 15 | | | | | | |
| Co-curricular activities | | | Activity | Date (or week) | Activity | Date (or week) | |

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| | | | Parent teacher interviews Billy Tea Bush band Life Education Van Easter Hat parade Swimming Year 2 | Thursday 30th Jan Week 3 week 5 and 6 week 10 Week 2 | Jolly Bops incursion Year 1 Crazy Hair Day Mothers Day Stall | 2nd May week 2 week 3 | Swimming Year 1 Family Forums Fun Run Book week Parade and book fair Moonlit Sanctuary Year 2 Fathers Day Stall Dental Van visit Production Footy Day | Week 1 Week 3 week 3 Week4 Week 5 week 7 Week 8 week 10 week 10 | Prep - 2 Concert Year 1 Excursion - Botanical Gardens (Cranbourne) Bunnings workshop 1E, 1A, 2D,2C Christmas Market Remembrance Day Ceremony Parent Helpers Morning Tea State Wide Transition Day | Week 2 Week 4 Week 4 Week 4 Week 6 Week 9 Week 10 |
| Mandated assessments and monitoring | | | Use last years results (spreadsheet) Magic Words spelling and reading tests Weekly Spelling Tests Running Records Essential Assessment all areas general tests VCOP baseline assessment recount Phonics Assessment Oral counting assessment Writing Numbers assessment Making numbers assessment Cold write (WOW assessed write) Inquiry KWL | Ongoing Ongoing By week 6 Week 2 By week 3 By week 3 By week 3 By week 3 Week 6 Week 1 | Inquiry KWL Essential assessment all areas General tests Magic Words spelling and reading Running records Cold write (WOW assessed write) Curriculum tracker | Week 1 Ongoing Ongoing Ongoing Week 6 Ongoing | Inquiry KWL Essential assessment all areas General tests Magic Words spelling and reading Running records Cold write (WOW assessed write) Curriculum Tracker | Week 1 By Week 6 Ongoing Ongoing Week 6 Ongoing | Essential assessment all areas General tests Magic Words spelling and reading Running records Cold write (WOW assessed write) Oral counting assessment Writing Numbers assessment Making numbers assessment Curriculum Tracker | Week 1 By Week 6 Ongoing Ongoing Week 6 Week 6 Week 6 Ongoing |
| Intervention support assessments | | | LEAP STA Colorful Semantics | | LEAP STA Colorful Semantics | | LEAP STA Colorful Semantics | | LEAP STA Colorful Semantics | |