



### **SPECIAL EVENTS AND DATES**

- ❖ Rachel Hicks (Pre-Service Teacher) will be conducting whole class, small group and one on one Music Therapy sessions every Thursday and Friday this term. She will be focusing on social skills, communication, Literacy and Numeracy, strength and movement, emotions etc.
- ❖ This term we also to have two students from CBC working with the children every Friday.
- ❖ IEP meetings will be held on Monday 15 August and Tuesday 16 August.
- ❖ Bunnings Workshop on Friday 29 July 9.15am
- ❖ Aboriginal Djurandi Dreaming incursion 5<sup>th</sup> August 9.30am
- ❖ Whole School Mass at CtK Church 17<sup>th</sup> August 9.30am
- ❖ Oz Animals incursion on Tuesday 20<sup>th</sup> September 11.30am.
- ❖ Pupil Free days 19<sup>th</sup> August and 23<sup>rd</sup> September.

### **MATHEMATICS**

- ❖ Identify and sequence days of the week, months of the year and identify seasons
- ❖ Describe the duration of events.
- ❖ Recognise, write, model, represent and order numbers 1-10, 1-20, 1-50, 1-100 and to at least 1000
- ❖ Make groups of items; add one more/one less and recount.
- ❖ Skip count increasing and decreasing by twos, threes, fives and tens
- ❖ Describe number patterns and identify missing elements
- ❖ Solve simple addition and subtraction problems using a range strategies using concrete materials.
- ❖ Identify and/or classify 2D and 3D shapes
- ❖ Follow directions or location.
- ❖ Participate in data collection and answer questions.
- ❖ Subitising collections of objects
- ❖ Identify, continue and describe patterns
- ❖ Identify numbers on a clock, tell time to the hour or half hour
- ❖ Compare and order items according to length; measure in cm.
- ❖ Heft items and compare weight.

### **ENGLISH**

- ❖ Listen and respond to communication of others in classroom situations and routines. Inclusive of news.
- ❖ Use, communicate or articulate high frequency sight words
- ❖ Develop reading fluency
- ❖ Use comprehension strategies to build literal and inferred meaning
- ❖ Using whole language, book focus; develop vocabulary.
- ❖ Understand that nouns represent people, places, concrete objects and abstract concepts
- ❖ Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words
- ❖ Spelling sounds based on Diana Rigg program
- ❖ Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, songs etc
- ❖ Use symbols, letters and words to create a simple statement about an idea or event.

- ❖ Writing sentences using capital letters, full stops, question marks or producing sentences using their devices.
- ❖ Discuss the characters and settings of different stories or create a response to literature using their device.
- ❖ Retell familiar text or event by sequencing images and creating simple statements either written or on their device.
- ❖ Exposure and creation of recounts, narratives and reports.

### **LIFE SKILLS**

Money Program, Social Skills Circle of Life, Cooking, Art, Gross Motor Skills.

- ❖ Weekly cooking sessions
- ❖ Gross motor skill development; outdoor play, sandpit, swing set, climbing ladders, stepping stones, balance, ball play, target games, balance boards, building and construction, strengthening activities.
- ❖ Art/Craft Activities; weekly art focus referenced to Book of the Week.
- ❖ Exploration and experience of visual artworks using various materials and techniques.
- ❖ Create and display artworks to communicate an idea.
- ❖ Recognise, describe and order Australian coins according to their value
- ❖ Count and order small collections of Australian coins and notes according to their value
- ❖ Practise personal skills of self-care, hygiene and independence and practise social skills to interact with others.
- ❖ Identify emotional responses and describe their feelings using pictures and/or words
- ❖ Identify and name members of immediate family and demonstrate safety awareness, respond to safety instructions and identify safe and unsafe places in the environment

### **PROTECTIVE BEHAVIOURS**

- ❖ We all have the right to be safe
- ❖ Warning signs
- ❖ We can help ourselves to be safe by talking to people we trust.
- ❖ Our Identity and relationships

### **INDIVIDUAL EDUCATION PLANS**

- ❖ Individual work boxes and trays focusing on each child's individual goals set out in IEP.
- ❖ Incorporation of each child's communication device into all aspects of teaching and learning.