

# JUNIOR

# LEARNING CENTRE

# TERM TWO OVERVIEW<sub>2026</sub>



## Special Events and Dates

- Kick Ability! Incurion 11:00 – 11:45am Tuesday 28<sup>th</sup> April, Tuesday 5<sup>th</sup> May and Tuesday 12<sup>th</sup> May



All children who attend the Learning Centre work from Individual Education Plans. As learning goals vary, the following is a summary of concepts that will be covered across the Junior Learning Centre in Term Two



## Mathematics

- Number sense: reading and writing numbers as digits
- Subitising small collections as a group and in ten frames
- Counting: 1-5, 1-10, 0-20 or 0-120 (forwards and backwards, as well as identifying missing numbers in a sequence from different starting points)
- Recalling ten facts or “friends of 10” eg. 10 is made up of 6 and 4
- Comparing numbers using one more/less and place value understanding
- Exploring a range of strategies to add and/or subtract numbers to 20
- Identifying a range of 2D shapes and build vocabulary around differentiating between familiar shapes (eg. Rectangle and square)
- Sorting 3D and 2D shapes
- Identifying the days of the week

All students will gain familiarity with the following concepts through planned play opportunities, cooking activities, rote ‘morning work’ tasks, use of song and rhyme and participation in mat sessions:

- Numbers to and beyond 100
- Time concepts: familiar events occur on certain days, days of the week, months and seasons
- Ordinal numbers: dates (including their own birthday) and in following simple procedural texts

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## English

- Letter recognition: in names, lower case and upper case
- Writing names (first and surname)
- Phonemes: initial sounds and some common blends
- Sentence level innovation (through shared text, explicit modelling and co- and independently constructed sentences of the nursery rhyme "Old McDonald Had a Farm" and the story "Dear Zoo," by Rod Campbell)
- Use of adjectives to describe everyday objects and to create descriptions within writing
- Exploration of rhyming words and identification of rhyming pairs
- Pre-writing and handwriting skills through fine motor tasks, the use of pencil and paper and typing/AAC use
- Identifying features of print (i.e. how we hold and use a book to read it)

## English

- Comprehension: using pictures and prior knowledge to answer literal questions, and identify characters and settings within passages of text/familiar stories
- Decoding (and spelling) CVC words or following pathways to access core word vocabulary (AAC users)
- Reading high frequency words
- Exposure to fluent reading
- Behaviours of listening (group and 1:1 settings)
- Responding to and exchanging greetings with familiar peers and adults
- Exposure to procedural texts through craft and cooking activities



**Additional concepts** will encompass social emotional vocabulary and regulation tools, life skills and fine and gross motor skills.

***This overview is subject to change based on the school factors and needs and abilities of the class.***