



## Year 1 - 2019 Term 2 Overview

Throughout this term, the students will continue to experience a range of learning activities which incorporate the ongoing development of the positive dispositions of the Habits of Mind and the Growth Mindset. These dispositions encourage reflection, high order thinking, creativity, problem solving, critical thinking and collaboration, and align with our school values of, 'I am a learner', 'I am a friend', and 'I am respectful'. The development of the Habits of Mind and a Growth Mindset, complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will continue to be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the learning areas.

The Habits of Mind are an identified set of 16 problem solving, life related skills. This term the focus will be on:

- managing impulsivity
- taking responsible risks
- listening with understanding and empathy.

### **RELIGION**

#### **Celebrating with God's People**

In this unit, the students will learn about the celebration of the Mass.



The understandings for this unit are that:

- Jesus Christ is with us in the Mass
- the People of God gather together to celebrate the Mass each Sunday
- the Mass is the most important celebration in the Church
- the Mass is made up of different parts and has many symbols and actions that help us know Jesus Christ
- at the Mass, people are called to love, serve and care for others.

#### **Experiencing God**

In this unit, the students will learn about ways in which people have experienced God through time.

The understandings for this unit are that:

- people can feel close to God in different ways, in different places and at different times
- prayer is a special time when people feel close to God
- prayer is an opportunity for giving thanks and talking to God about our needs
- creation shows God's beauty and goodness.



### **INTEGRATED TOPICS**

#### **Unit topic: Celebrating Our History**

The understandings explored are that:

- there are similarities and differences in the lives of ourselves, our parents and our grandparents
- we have significant national celebrations which reflect our history and cultural diversity
- there are emblems and symbols associated with celebrations
- many cultures make up Australia's community.



The outcomes for this unit are that the students will be able to:

- identify and explain aspects of daily life that have changed and those that have remained the same

- sequence significant events about personal and family history
- identify the significance of a person and/or place in the local community
- describe how their family and local community commemorate past events.

## **MATHEMATICS**

The Victorian Curriculum outlines four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning. The development of mathematical skills relating to these proficiencies form the content of the units of work.

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of number facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered:

### **Addition:**

- combine two or more groups to make a number
- the order in which two numbers appear does not affect the sum
- that numbers with algorithms can be purposefully grouped and 'broken up' to assist in solving problems



Strategies explored:

- count all
- count on
- use number facts to assist with solving problems - tens facts, doubles, near doubles, etc.

### **Measurement:**

- compare, order and measure shapes and objects
- use informal units to measure shapes and objects

MEASUREMENT CLIPART



### **Subtraction:**

- there is a relationship between addition and subtraction
- take away a quantity from a collection and find out how much is left
- compare two quantities to find the difference
- take 0 away from a collection means that the quantity stays the same

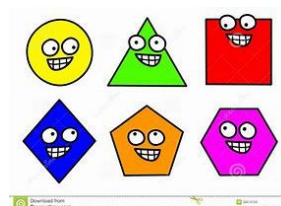
Strategies used:

- count back
- count up to



### **Geometry:**

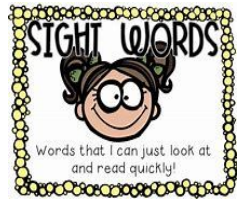
- identify and classify 2D shapes
- recognise the features of some 3D objects



## ENGLISH

### Reading

The literacy program includes a combination of whole-class activities, shared small-group activities and individual learning opportunities. Modelled, shared, guided and independent reading and writing are daily practices. Lessons often conclude with students reflecting on and sharing what they have learned.



The students will read and explore a variety of texts and will examine strategies to monitor reading. These include:

- building phonics and word knowledge
- predicting
- using prior knowledge
- rereading

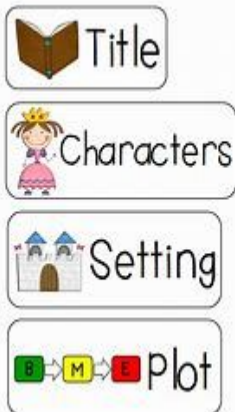
The students will build comprehension strategies to identify the literal and inferred meanings of texts read and explored.

### HOME READING

The students are encouraged to read every night and will be responsible for changing their take home books on **Monday, Wednesday and Friday** mornings. Please ensure that they bring their book-bag whenever they change their books. We ask that parents listen to and read with their child and sign their Reading Diary each night.

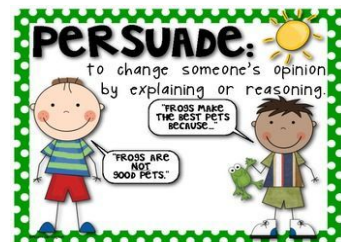
### Writing

Narrative and persuasive texts will be modelled to the students, highlighting the purpose, structure and language features of each. Throughout the term, the students will engage in shared writing experiences, using visual thinking tools to sort and scaffold into narrative and persuasive text structures e.g. a narrative includes story elements such as setting, characters, conflict, plot (rising action, climax and resolution). A persuasive text is a clearly stated opinion around a specific topic and then repeated opinions with external facts or evidence.



This term the focus will be on:

- following the writing process (think, brainstorm, draw, compose/record, revise/edit, publish/share)
- the correct use of ending punctuation - full stops, exclamation marks, question marks
- using adjectives, verbs and adverbs to enhance writing.



The focus for this term is further developing the accurate formation of letters and the placement of lower and upper case letters on the lines, as well as on using the correct pencil grip and having appropriate writing posture.

Spelling activities this term will continue to focus on developing spelling knowledge in the areas of:

- phonological knowledge: how words and letter combinations sound e.g. long vowel/short vowel, first and last sound in words, cvc (consonant, vowel, consonant), syllables, blending, segmenting
- visual knowledge: the way words and letter combinations look e.g. *consonant blends* 'sh', 'ch', 'th', *letter clusters* 'oo/cook, cool', 'ow/cow', 'ou/out', 'er/her', 'ur/fur'



- morphemic knowledge: nouns, adjectives, verbs, adverbs. Spelling rules e.g. drop 'e', add 'ing', 'qu', the meaning of words and the way words take different spelling when they change form e.g. compound words, suffixes, prefixes, double consonants
- etymological knowledge: the derivations of words e.g. aquatic, aquatint, aquarium.

### **SOCIAL and EMOTIONAL LEARNING - The Resilience Project**

'The Resilience Project' delivers an emotionally engaging program to the students and is based on Gratitude, Empathy/Kindness and Mindfulness. Lessons based on this Project will be held every Wednesday throughout this term.

The lessons that will be covered this term are:

- 'I Am Thankful For' - identifying things we are thankful for
- 'Musical Emotions' - exploring how music affects our emotions
- 'Reactions' - reacting to situations in different ways
- 'Belly Breathing' - learning to belly breathe
- 'Grateful Giraffe' - defining 'gratitude' and recognising things we are grateful for.



### **ITALIAN**

The students will continue to revise greetings and numbers. They will go on to learn the days of the week and months of the year. This will be achieved through the implementation of:

- games
- songs
- interactive whiteboard activities
- craft activities
- puzzles
- bookwork

Date for the diary: **Italian Day!** - Monday 17th June

Signor John

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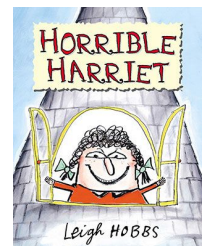
### **LIBRARY**

This term in the library, the students will:

- continue to borrow weekly
- continue to explore the labels on book spines

The students will be focussing on books by Australian author and illustrator, Leigh Hobbs. Through the reading of Leigh Hobbs' books and planned activities, the students will:

- make predictions
- verbalise and illustrate the sequence of events
- describe the settings of the stories
- identify and describe the main characters.



Maria Delaney

### **PERFORMING ARTS**

The students will:

- listen and move to various styles of music and discuss their emotional and physical responses
- play a C major scale on a glockenspiel
- learn to sing songs for the concert
- be introduced to the ukulele
- further explore percussion instruments and rhythmic elements of music
- use various percussion instruments to create a beat pattern.

Simon Lewis

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## **PHYSICAL EDUCATION**

The students will:

- continue to practise key fundamental motor skills of running, jumping, hopping, skipping, leaping, throwing and catching
- practise control, accuracy, precision and co-ordination when controlling a ball with a hockey stick
- practise their hand-eye and foot-eye co-ordination by kicking and handballing
- continue learning to work in a team, taking turns and following instructions
- continue to look at fitness in our class 'Garmin step counter' challenge.



Jules Brooks

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## **SCIENCE**

For the first two weeks this term, the Science classroom will have a chicken hatching program from 'Henny Penny Hatching'. The students will have the opportunity to observe chicks hatching, study and compare chicks as they grow and develop; as well as hold the chicks and learn more about the needs of living things. Visit [www.hennypennyhatching.com.au](http://www.hennypennyhatching.com.au) for more information.

The focus for the remainder of the term will then shift to the Physical Sciences where the students will be:

- investigating how a push or pull or twist or squeeze affects how objects move or change shapes
- exploring ways that objects move on land, through water and in the air
- exploring how different strengths of pushes and pulls affect the movement of objects
- identifying how gravity affects objects.

Janelle Baldwin

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## **DIGITAL TECHNOLOGY**

The students will continue to learn about common digital systems and patterns that exist within data they collect. The students will organise, manipulate and present this data, including numerical, text and image data, in creative ways to make meaning.

This term, in Digital Technology, the students will:

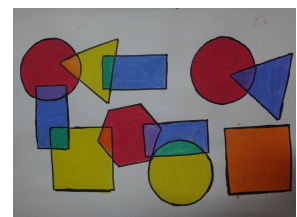
- experiment with very simple, step-by-step procedures to explore programmable devices, for example, providing instructions to physical or virtual objects or robotic devices to move in an intended manner, such as following a path around the classroom
- write and enter a simple set of instructions jointly to sequence events and instructions, for example, scanning personal photographs and collating and ordering significant personal events or milestones and describing the steps involved in the process.

Maria Delaney

## **VISUAL ARTS**

This term in Visual Arts, the students will:

- identify geometric and organic shapes
- cut and arrange shapes to form an object or animal
- create artworks incorporating geometric and organic shapes
- respond to visual artworks by describing ideas.



Tilla Ricci

## **REMINDERS**

Tuesdays:

- Physical Education Specialist - sport uniform to be worn
- Science
- Italian

Thursday: Performing Arts

Friday rotations:

- Digital Technologies
- Library
- Visual Arts

## **IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES**

<b><u>Activity</u></b>	<b><u>Day</u></b>	<b><u>Date</u></b>	<b><u>Month</u></b>	<b><u>Time</u></b>	<b><u>Place</u></b>
Celebration of Learning	Monday	20	May	9:10 -11am, 2 - 2:45pm, 3:30 - 4pm, 5 - 6pm	Year 1 classroom
Day in May	Wednesday	22	May		
National Simultaneous Storytime	Wednesday	22	May	11am	Year 1 classroom
Class Assembly	Wednesday	22	May	2:50pm	I
School Assembly	Monday	27	May	9:00am	
Excursion	Monday	3	June	9 - 3pm	Melbourne Museum
Italian Day	Monday	17	June		
Reports sent home	Friday	21	June		
School Assembly	Monday	24	June	9:00am	
Students early dismissal	Tuesday	25	June	1pm	
Parent/Teacher Interviews	Tuesday	25	June	1:30 - 8pm	Year 1 classroom
SRC Movie Afternoon	Wednesday	26	June	2pm	
Parent/Teacher Interviews	Wednesday	26	June	4 - 6pm	Year 1 classroom
End of Term	Friday	28	June	1pm	

## **CLASSROOM TEACHER CONTACT INFORMATION:**

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