



Year 1 - 2020 Term 1 Overview



Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary tools such as the Habits of Mind and the dispositions which lead to a Growth Mindset. In the Year 1 learning area, a culture is developed that instills in the students an understanding that mistakes can help them learn and that greater effort equates to greater achievement over time. The Habits of Mind and Growth Mindset align with our school values of, 'I am a learner', 'I am a friend' and 'I am respectful' and complement the key concepts of, 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM).



The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are developed across all learning areas. Contemporary literacies will be used in order to encourage critical thinking, creativity, collaboration and communication. The students will continue to set learning, behavioural and social goals and reflect on their progress within the context of our school values. The Four Capabilities from the Victorian Curriculum, Personal and Social, Ethical, Intercultural and Critical and Creative Thinking, will be taught explicitly in and through all learning areas as appropriate.

RELIGION

To begin the year, our class has set up our prayer space and written individual prayers to make a class prayer book. The prayer space and class prayer book are used in daily meditation. The students are rostered to collaboratively set up and lead the meditation practice, which involves stillness, silence and prayer.

Love One Another

The students will learn about the Christian way of relating to others.

The understandings for this unit are that:

- Jesus teaches His people to love one another as He loves them
- Jesus shows people how to forgive
- being a good friend involves saying sorry and forgiving
- Jesus healed people in need.



Lent and Holy Week

In this unit, the students will learn about Lent and the events of Jesus' life that are celebrated in Holy Week.

The understandings for this unit are that:

- Ash Wednesday is the beginning of Lent
- Lent is a time for prayer, fasting and service
- Lent and Holy Week are important times in the Church year and are celebrated through liturgy, story, symbols and actions.



INTEGRATED TOPIC

My Places



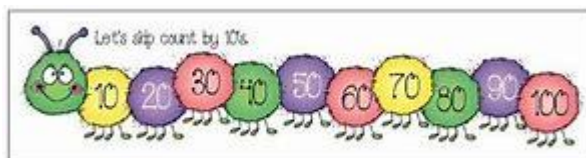
The students will learn about the natural, managed and constructed features of places.

As part of this unit, the students will:

- discuss places they consider to be of 'special' significance to them and their family, such as their home, school or a favourite family holiday spot
- examine reasons why some places are special or important to people
- locate and explain where places and activities are located on simple maps
- unpack our three school values, 'I am a friend', 'I am a learner' and 'I am respectful' and identify ways that they can put these values into practise
- explore their rights and responsibilities and name actions that they can take to ensure they are safe online.

MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning. The development of the skills relating to these proficiencies supports deep learning of foundational Mathematics concepts.



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

The following topics will be covered in Term 1:

Counting:

- count by different numbers to and from 100 by ones from any starting point, skip count by 2s, 5s and 10s starting from zero
- partition: representing numbers in different ways ($5 = 4 + 1$, $2 + 3$ etc)
- subitise: the students will develop the ability to automatically recognise the number of objects in a small group.

Chance and Data:

- identify everyday events that involve chance and create displays of data using lists, table and picture graphs, and interpret them.

Place Value:

- recognise, model, read, write and order numbers to at least 100.
- locate these numbers on a number line
- count collections to 100 by partitioning numbers using place value.

ENGLISH

The Year 1 Literacy program aims to enhance the students' speaking, listening, reading, writing and thinking skills. The program is designed to include a combination of whole-class activities, shared small-group activities and individual learning opportunities. Lessons often conclude with the students reflecting on and communicating what they have learnt with the whole class.

The key focus areas in Literacy are:

- Reading
- Phonics
- Writing
- Spelling
- Handwriting
- Speaking & Listening

Modelled, shared, guided and independent reading and writing are daily practices.

READING

The learning will focus on reading fluency, comprehension and word knowledge skills and the strategies that help the students to become effective readers such as:

- maintaining focus to construct meaning
- checking on understandings, using language structures and meaning to anticipate text
- processing print with fluency, noticing and using punctuation
- predicting
- using picture clues
- sounding out (e.g. blends sounds with chunks)
- using the context of the story
- rereading.



Writing

This term the focus will be on:

- writing recounts – exploring the language features and structure of this text type
- the correct use of simple punctuation such as, the use of full stops and capital letters.

Handwriting

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

Spelling

The students' spelling knowledge will be developed throughout the term in order to assist them to become independent and successful spellers. The spelling elements are:

-phonological knowledge: how words and letter combinations sound (e.g. short vowels, common long vowels and consonant digraphs, and consonant blends)

-visual knowledge: the way words and letter combinations look (e.g. the, who, any, because, when)

-morphemic knowledge: (e.g. spelling rules, compound words, suffixes, prefixes, double consonants, word families such as play, plays, playing, played, playground)

- etymological knowledge: the derivations of words e.g. aquatic, aquatint, aquarium and triangle, triathlon, tricycle, triad.



One strategy that will be focused on is the CHIMP method of spelling:

| | |
|----|--|
| CH | <u>C</u> hunk the word |
| I | <u>I</u> nvestigate the word |
| M | <u>M</u> ake an image like a TV screen in your head of the word |
| P | <u>P</u> ractise writing the word while saying the sounds as letters are written |



Speaking and Listening

The students will participate in various formal and informal learning experiences to further develop their oral communication skills.

The focus this term will be to:

- engage in conversations and discussions using active listening behaviours, showing interest and contributing ideas, information and questions
- display interaction skills including turn-taking, recognising the contribution of others and speaking

clearly, using appropriate volume and pace.

HOME READING

The students are expected to read every night. They will be responsible for changing their take home books on Monday, Wednesday and Friday mornings, however students are welcome to do so more often, should they wish to do so. Please ensure that they bring their book-bag whenever they change their books. The students have Reading Diaries where they are to record the titles of books they have read. We encourage parents to listen to and read with their child and sign the diary each night.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons will be weekly through the term and on a regular basis the students will experience a range of guided mindfulness meditations.



Building on the learning from last year, the lessons for this term are titled:

- No You Can't Play' - communicating our feelings nicely and identifying strategies when we have no one to play with
- Wilma Jean The Worry Machine' - recognising that we can control some of our worries
- Feelings And Bodies' - recognising that emotions can affect our bodies and minds
- Different Perspectives' - defining empathy and suggesting how other people may be feeling.

DIGITAL TECHNOLOGIES

The students live in a rapidly changing digital world. Throughout the term students will investigate a variety of digital systems that are used in their home and school environments. They will identify the specific features of these and outline how they are used in everyday life.

This term the students will:

- identify specific features of digital systems e.g. hardware and software
- describe how digital systems are used in everyday life
- construct texts using word processing programs.



Maria Delaney

ITALIAN

This term, the students will continue to learn simple introductory phrases and questions, for example: 'Come stai?' (How are you?) and 'Come ti chiami?' (What is your name?) etc. which form the basis of simple Italian conversation.

A wide range of learning experiences has been planned including various role play activities, songs, purposeful games and tasks on the interactive whiteboard.

Signor John

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LIBRARY

This term in the library, the students will:

- develop positive attitudes to reading and books
- revise the correct library procedures for borrowing and returning books as well care for its resources
- revise terminology: 'author', 'illustrator', 'spine', 'spine label', 'title' and 'blurb'
- explore the labels on book spines
- learn that picture fiction books are shelved in alphabetical order using the author's surname.
- participate and share in the enjoyment of some of the latest picture fiction books and complete activities in response to these.



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 the glockenspiel and learn note names
- learn to sing songs from various cultures
- be introduced to the ukulele; string names, notes and chords
- further explore percussion instruments and rhythmic elements of music
- use imagination and experimentation to compose and improvise music using various percussion instruments.

Simon Lewis

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PHYSICAL EDUCATION

This term in Physical Education the students will:

- continue to learn about the importance of incorporating physical activity into their lives
- further develop their fundamental motor skills of *run* and *catch*
- practise skills needed to participate in the Twilight Sports carnival.



Our school Twilight Sports carnival will be held at Chelsworth Park on Wednesday 25 March. Please watch the newsletter for further details.

Janelle Baldwin

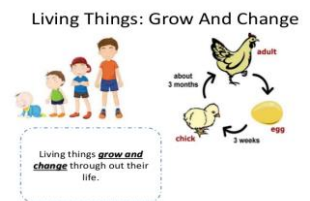
janelle.baldwin@miivanhoe.catholic.edu.au

SCIENCE

This term, the key focus is Biological Science.

The students will:

- classify ways in which living things grow and change over time
- discover that living things have offspring similar to themselves
- explore life cycles when eggs and chicks from Henny Penny Hatching visit our Science room for two weeks at the end of Term 1!



Janelle Baldwin

janelle.baldwin@miivanhoe.catholic.edu.au

VISUAL ARTS

Our whole school focus this term will be on Australian animals and the events which have impacted on them, their environments and their survival. The students will be provided with the opportunity to develop their creative and critical thinking skills as they gather knowledge and develop their understanding of the subject matter and will communicate their own ideas, understanding and representations, through different art forms.

The students will:

- experiment with different materials and techniques to make art works
- work independently and collaboratively to create art works using recycled materials along with materials from the natural environment.



Simone Vesey

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REMINDERS

Mondays:

- Library-library bag to be brought for borrowing

Tuesdays:

- Performing Arts - art smock required
- Science
- Italian

Wednesdays:

- Visual Art - art smock required
- Digital Technologies

Thursdays and Fridays:

- Physical Education - sport uniform to be worn
- Class Sport - sport uniform to be worn

Mondays, Wednesdays and Fridays:

- Take Home Books changed

IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES

| <u>Activity</u> | <u>Day</u> | <u>Date</u> | <u>Month</u> | <u>Time</u> | <u>Place</u> |
|--|-------------------|--------------------|---------------------|---|---------------------|
| Shrove Tuesday | Tuesday | 25 | February | | |
| Ash Wednesday Mass | Wednesday | 26 | February | 9:15am | MI Church |
| Nude Food/ Zero Waste Day | Friday | 28 | February | | |
| Lenten Liturgy Led by Years 5&6 | Monday | 2 | March | 11:45am | MI Church |
| Cyber Safety Parent Night | Monday | 2 | March | 7pm | School Hall |
| Labour Day Holiday | Monday | 9 | March | | |
| Celebration of Learning | Wednesday | 11 | March | 9:15-11am 2-3pm, 3:30-4pm, 5-6pm | Classrooms |
| Lenten Liturgy Led by Years 2/3 & 3/4 | Wednesday | 13 | March | 11:45am | MI Church |
| Ride to School Day | Friday | 13 | March | | |
| National Anti-Bullying Day/Harmony Day | Friday | 20 | March | | |

| | | | | | |
|--|-----------|----|-------|---------|-----------------|
| Twilight Sports Students dismissed @ 1pm | Wednesday | 25 | March | 4-7pm | Chelsworth Park |
| Holy Week Liturgy | Friday | 27 | March | 11:45am | MI Church |
| End Term 1 | Friday | 27 | March | 3:30pm | |

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact me anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.

Email address: maria.delaney@miivanhoe.catholic.edu.au