



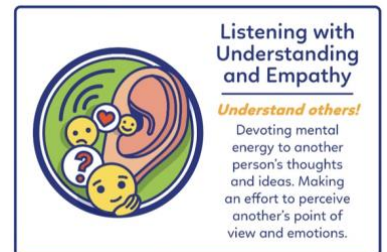
Year 1 - 2025 Term 1 Overview

Welcome to the 2025 school year! My name is Mimma Roach and I am looking forward to being the Year 1 teacher. This year will be filled with a range of engaging learning experiences and opportunities!



The students will be involved in a range of activities including our annual pancake-making on Shrove Tuesday and Ash Wednesday Mass. This year, we are continuing with our cyber safety program, 'Inform and Empower Digital Safety and Wellbeing Program'. This digital safety and wellbeing program will include a live-streamed incursion each term. Follow-up lessons will occur throughout the term to support this important program and our students' learning.

The students will be further developing the many attributes that contribute to becoming successful lifelong learners. The Growth Mindset and the dispositions of the Habits of Mind, will be the frameworks used to promote deep thinking in a flexible, creative and critical manner. The Habits of Mind are an identified set of 16 problem-solving, life-related skills. This term, the students will be focusing on '*Listening with Understanding and Empathy*' and '*Persisting*'. Learning tasks will also embed the '4 Cs of 21st-century learning' - Critical thinking, Creativity, Collaboration and Communication.



The above approaches align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful'; the four Capabilities from the Victorian Curriculum of 'Critical and Creative Thinking', 'Intercultural', 'Ethical' and 'Personal and Social'; and complement the key principles of *The Resilience Project*, which are Gratitude, Empathy/Kindness and Mindfulness (GEM).

RELIGION

Daily prayer, regular Christian meditation led by the students, and liturgical celebrations are integral parts of our Religious Education program.

The learning units that will be explored this term are:

- *We are Gifted*
- *Our Easter Journey.*



INTEGRATED TOPIC

'We Belong' - Health, Personal and Social Capabilities



The students will:

- understand that enacting our School Values promotes learning and positive relationships with others
- identify the benefits of being part of our class and school community
- recognise the importance of belonging to various groups including our school and parish.

MATHEMATICS

Developing number sense is an essential component of learning in Mathematics, and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include, counting forwards and backwards by 1s and skip counting forwards and backwards by tens; counting on and counting back by 1, 2, 3 with two-digit numbers, to at least 50; number facts of 5, 6, 7, 8, 9 and 10, e.g. $5 = 1 + 4$, $2 + 3$ or $7 = 5 + 2$, $6 + 1$; and purposeful Mathematics games.



Alongside this, each Maths session will include a 'Daily Review'. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered, methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory, and 'recall' it in their working memory. Research into the Science of Learning shows that this methodology strengthens the neural connections in long-term memory, thereby aiding 'remembering' and reducing 'forgetting'.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 1 students, *understanding* would include representing their concepts or answers in different ways; *fluency* would include recalling number facts readily, for example, number bonds to ten and twenty; *problem-solving* would include asking questions when collecting data to represent information; *reasoning* would include explaining their thinking when solving problems.

The following topics will be covered this term:

Number

- *Counting and Place Value*
- *Addition and Subtraction*

Statistics

- *Data*



ENGLISH

The English language is comprised of 44 phonemes - the units of sounds that make up words. These phonemes are represented in writing by symbols known as graphemes - the letter or group of letters that represent each sound unit that we read or write. This year, we will be further developing our whole school phonics approach to reading, spelling and writing through the implementation of, '*Little Learners Love Literacy*' learning and teaching program in Year 1.



The '*Little Learners*' program focuses on phonemic awareness (the ability to notice and work with the individual sounds - phonemes - that combine to form spoken words), the alphabetic code (phonics), vocabulary and the explicit linking of reading, spelling and writing.

Reading

The students will focus on the phonemes 'ai/ay', 'ee/ea', '--y', 'igh/-y/ie', 'oa', '-ing', 'un-' this term through a variety of learning activities, such as:

- blending (encoding) sounds into words, e.g. /p/ /l/ /ā/ = play
- segmenting (decoding) words into sounds, e.g. pit = /p/ /i/ /t/
- deleting and manipulating the sounds in spoken words - changing the onset and rime - to make new words, e.g. /h/ + at, /m/ + at, /p/ + at, /c/ + at etc.
- practising high-frequency 'sight' words such as, 'I', 'the', 'my'.

Writing

Using the phonemes 'ai/ay', 'ee/ea', '--y', 'igh/-y/ie', 'oa', '-ing', 'un-', the students will practice writing, spelling and identifying the graphemes that represent the phonemes, through learning activities such as:

- blending (encoding) sounds into written words, e.g. /s/ /a/ /t/ = sat
- practising high-frequency 'sight' words such as, 'I', 'the', 'my'

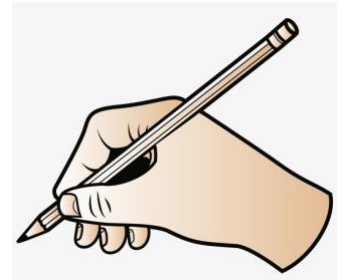
Through modelled, shared, guided and independent writing activities, the students will:

- tell personal stories and respond to literature and shared experiences through drawing and writing
- use learning experiences and texts as a springboard for writing
- use their growing knowledge of letter phonemes to write words to form sentences
- express their ideas in simple sentences and short texts, incorporating appropriate punctuation, such as capital letters and full stops.

Grammar & Punctuation

The students will:

- identify components of sentences
- use capital letters and full stops in sentences
- identify and apply 'heart' (high-frequency) words, e.g. my, I, the
- write simple sentences
- explore contractions and homophones
- identify and define nouns, verbs, and adjectives
- expand simple sentences by including more information (who, what, where, when, how).



Handwriting

The students will:

- practise the correct formation of the letters and the placement of lower and upper case letters
- use a correct pencil grip and writing posture.



Speaking & Listening

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

The students will:

- use a range of vocabulary associated with the weekly phoneme through the *Little Learners Love Literacy* program
- engage in conversations and discussions using active listening behaviours
- speak clearly, using appropriate volume and pace
- participate in 'Show and Tell' sessions once a week, where the students will

speak to the class about a particular topic and use pictures, photos and/or items brought from home to support the topic they will be discussing.

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 based on this project will occur weekly throughout the term.



The topics that will be covered this term are:

- 'Garden of Gratitude' - what is gratitude? How can we demonstrate gratitude?
- 'Different Views' - is it okay to have different views or opinions?
- 'Mindful Colouring' - what is mindfulness? How can I use colouring to be mindful?
- 'Feelings and bodies' - how can I identify the names of and differences between feelings? How can I express my feelings through my facial expressions and body language?
- 'I am Thankful' - what does it mean to be grateful? What should we be grateful for? Why should we be grateful?

DIGITAL TECHNOLOGIES

As part of Digital Technology lessons, the students will participate in the 'Inform and Empower Digital Safety and Wellbeing' program. The focus this term is understanding the internet, trusted adults and our feelings when using the internet.

The students will:

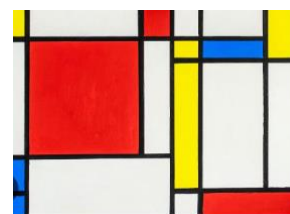
- explore how to safely use the internet to communicate
- identify trusted adults they can go to for advice
- use the iPads and apps at school appropriately and responsibly.

Mimma Roach



VISUAL ARTS

The students will be exploring ideas related to themselves, their experiences, observations and imagination, to create visual artworks to present, share and display throughout Term 1.



The students will:

- experiment with different materials, techniques, and the elements of colour, shape and line, to create artworks in response to personal experiences and shared literature.

Tilla Ricci

ITALIAN

Il Regno Degli Animali (*The Animal Kingdom*)

The students will learn about different animals, developing their vocabulary to name animals, where they live and simple descriptive adjectives. To support the building of vocabulary, the students will participate in games and join in singing songs. Additionally, to celebrate the Carnevale in Venice, students will learn about traditional characters and make masks.



Throughout the term, students will regularly engage in the reading of Italian picture books to support exposure to new vocabulary as well as being immersed in the fluency and intonations of the Italian language.

Signora Merola



PERFORMING ARTS

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills. The main focus will be a unit called, 'Drama about Self', which will involve using expressive skills such as voice, movement and facial expression.

Karil Torcasio

PHYSICAL EDUCATION

This term, Year 1 students will be developing and consolidating their running skills, and be introduced to the fundamental motor skill of 'dodge'.

Coach Bruno



SCIENCE

The focus this term is on Chemical Sciences.

The students will:

- identify what materials are made of
- compare how materials are the same and different
- make predictions about the changes that will happen to materials when they are combined
- closely observe and describe the changes that happen to materials when they are combined.

Janelle Baldwin

REMINDERS

Monday:

- Assembly, changing to 2.45pm each Monday from March 17

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Visual Arts
- Classroom Sport - sport uniform to be worn

Thursday:

- Science
- Library - library bags are required for borrowing

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 me to arrange a mutually convenient time.

IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES

<u>Date</u>	<u>Activity</u>	<u>Time</u>	<u>Place</u>
February 21	Welcome Picnic	6-8.30pm	Top court playground
February 25	Open Day #1	All day	
March 4	Shrove Tuesday	All day	
March 5	Ash Wednesday whole school mass	9.15am	MI Church
March 10	Labour Day Public Holiday - no school	All day	
March 11	Open Day #2	All day	
March 12	Celebration of Learning	2.15-3.15pm	Classrooms
March 13	SAC Meeting	7pm	MIPS Board Room
March 25	PLP Meetings		
March 26	Year 1 & Year 2 Class Mass	9.15am	MI Church
March 27	Sacrament of Reconciliation	6pm	MI Church
April 1	PLP Meetings		
April 3	Open Day #3	All day	
April 4	End Term 1 - Students dismissed 1pm	1pm	