



Year 1 - 2025 Term 4 Overview

Welcome back to Term 4!! It's going to be an exciting and memorable final term with many engaging learning experiences for the students. This term, the popular and much-anticipated 'Mission Fair' will be occurring! We will be having our very special 'Year 1 Breakfast' as part of our school camp program. We will also be celebrating 'Italian Day'. Finally, we will be participating in Advent prayer services and exciting events leading up to Christmas.

A major focus for this term will be Water Safety. We will explore water safety in the beach, pool, around the home and freshwater environments. The students will also continue to participate in our cyber safety program, 'Inform and Empower'. 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 continue to be supported through a range of learning experiences, which will continue to build upon their understanding of the Habits of Mind and a Growth Mindset, allowing the students to develop positive learning dispositions. This term, we will be focusing on the Habits of Mind, 'Taking Responsible Risks' and 'Applying Past Knowledge to New Situations'.

RELIGION

Daily prayer and regular Christian meditation are integral parts of our Religious Education program.

Our Story The Bible

The students will grow in understanding that:

- the Bible comprises of books about God, separated into the Old and New Testaments
- gathering and listening to God's word is an important expression of our faith.



Advent and Christmas

The students will grow in understanding that:

- waiting and hoping are important aspects of life
- Advent is a time of waiting and preparing for the birth of Jesus
- Christmas is the celebration of Jesus' birth.

INTEGRATED TOPIC

Let's Celebrate Our Lives

The students will:

- explore how families can look different to our own
- investigate how families are connected through relationships, traditions and celebrations
- identify ways that families and family roles have changed over time
- explore how the past has influenced us today.

MATHEMATICS

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include: skip counting forwards and backwards by twos, fives and tens, and forwards by threes and fours; doubles plus and minus 2, number facts of twenty, tens facts with multiples of ten ($90 + 10$, $80 + 20$, etc.), 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' them 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, *fluency* would include drawing on strategies such as doubles, near doubles and bridging to 10 to solve addition and subtraction number problems; *understanding* would include interpreting displays by identifying categories with the greatest or least number of objects; *problem-solving* would include solving simple problems involving events that happen at specific times; *reasoning* would include using critical thinking to explain similarities and differences between shapes and everyday objects.

Number

Addition and Subtraction

The students will:

- model problems involving addition and subtraction presented in stories, using a Think Board to represent the problem
- model a variety of different additive situations to solve practical problems
- modelling simple money problems involving addition and subtraction using whole dollar amounts.

Measurement

Time

The students will:

- describe the duration and sequence of events using years, months, weeks, days and hours
- tell time to the hour on an analogue clock
- draw hands on an analogue clock, to the hour
- estimate time in minutes and hours.



Space

Shapes

The students will:

- make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them.

Location

The students will:

- give and follow directions to familiar locations, using terminology such as 'forward', 'under' and 'clockwise'.

Statistics

Data

The students will:

- represent data with objects and drawings where one object or drawing represents one data value
- interpret displays by identifying categories with the greatest or least number of objects.

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 are continuing to develop 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 'e-e', 'e', 'o-e', 'o', 'u-e', 'ew', 'ue', 'u' 'ui' this term through a variety of learning activities, such as:

- blending (encoding) sounds into words, e.g. /s/ /oi/ /l/ = soil
- segmenting (decoding) words into sounds, e.g. delete = /d/ /e/ /l/ /e/ /te/
- practising high frequency 'sight' words (heart words) such as, 'trees', 'grass', 'doctor'
- exploring word endings (suffixes).

Writing

Using the phonemes 'e-e', 'e', 'o-e', 'o', 'u-e', 'ew', 'ue', 'u', 'ui', the students will practice writing and identifying the graphemes that represent them, and spelling through learning activities such as:

- blending (encoding) sounds into written words, e.g. /p/ /l/ /oy/ = ploy
- practising high-frequency 'sight' words such as, 'hour', 'near', 'want'.



The students will:

- plan before writing by using strategies such as drawing, writing keywords, or sharing with a partner
- use learning experiences and texts as a springboard for writing
- use their increasing knowledge of 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.

A mentor text is used to guide and support the writing and reading program. Mentor texts are anchor texts that are used as examples for students, modelling genres of writing, grammatical skills, conventions of writing, and other writing skills. They may include short stories, picture-story books, novels, poems etc. These texts provide students with examples of the standard or skill they are working on, providing authentic, real-world examples for the students to model their learning on.

Grammar & Punctuation

Each week, the students will investigate an area of grammar or punctuation and then seek to include it in their own writing. This term, the students will explore:

- verbs
- pronouns
- adjectives
- adverbs
- prepositions
- ending punctuation, e.g. '.', '?', '!'.
- identifying compound sentences and using conjunctions 'and', 'but' and 'because'
- identifying all sentence types: statement, command, question and exclamation.



Handwriting

The students will continue to practise the correct formation of the letters and the placement of lower- and upper-case letters on dotted third lines. They will also continue to use a correct pencil grip and practise correct writing posture.

Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills.

The focus this term will be:

- further developing active listening skills, such as maintaining eye contact, asking questions
- listening for specific purposes and information, including instructions
- discussing their ideas, thoughts and experiences
- expressing their opinions about texts.



Library borrowing day is Thursday.

HOME READING

The students are expected to read every night. They have access to Little Learners Online, using the online readers for home reading. Books have been allocated for each child that are appropriate to their reading stage. The online books can be read independently by the students, or can be read with and to parents. At the end of the text there are a series of activities to be completed, including comprehension questions. New texts will be allocated to the students periodically, but the students will still have access to previously read titles, which they can continue to read to help build fluency.

Each student has been assigned their own Username and Password to access their allocated texts using the Little Learner Love Literacy Online Portal.

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:

- *Musical Emotions* - exploring how music affects our emotions
- *Emotional Performances* - demonstrating how emotions can be communicated through our body language
- *Why Are Rules Important?* - recognising why rules are important
- *Body Clues* - understanding how feelings can help keep us safe
- *How Do You Feel?* - learning to recognise feelings in ourselves.

DIGITAL TECHNOLOGIES

As part of Digital Technology lessons, the students will continue to participate in the 'Inform and Empower' program. The focus this term is on online interactions, navigating uncomfortable situations and help-seeking strategies.

The students will:

- understand that we can sometimes get uncomfortable feelings when we're online, such as worried, scared, confused or upset
- explore simple actions they can take when they feel uncomfortable online, e.g. put the device down and step away or tell a trusted adult
- understand that they need to consider other people's feelings when online, just like when they're offline.



Through hands-on activities and guided exploration, students will:

- identify and explore digital systems and their components
- understand how we represent information using data and apply basic digital tools to communicate and solve simple problems
- reflect on how digital systems are used in their lives and communities and begin developing responsible digital habits
- explore the Google Suite on the iPads.

Mimma Roach

VISUAL ARTS

This term, the students will revise colour, shape, pattern, texture and line, and identify these elements in visual images and artworks that they and others create.

The students will:

- explore ideas, observations and imagination, and express them through visual artworks
- use different materials, techniques and processes to make artworks in a range of art forms
- respond to visual artworks, including by describing the subject matter and ideas.



Tilla Ricci

ITALIAN

This term, the students will be exploring the theme '*Tutto su di me*' – All About Me. Through fun, interactive lessons, students will build confidence using simple Italian phrases to talk about themselves and their favourite things.

Our focus is on building basic conversation skills through songs, games, role-play, and creative activities such as drawings, class surveys and mini-books.

Later this term, we will celebrate Italian Day, where students will participate in cultural activities, language games, and enjoy a taste of Italian food. It's a wonderful opportunity to celebrate all they've learned and engage with Italian culture in a joyful, exciting way.

As we approach the end of the year, students will also take part in special Christmas-themed Italian lessons. They will explore how Christmas is celebrated in Italy, learn festive vocabulary, and take part in craft and singing activities to wrap up a fun and language-rich year.



Signora Lauren

PERFORMING ARTS

The students will engage in a variety of Performing Arts activities designed to build their knowledge, understanding and skills. Our focus this term is 'Music All Around Us', where we explore:

- music from old-time Music Hall and contemporary hip-hop cultures
- music from other countries (New Guinea, Scotland)
- songs for special purposes (lullabies and work songs).

Activities will include opportunities to sing, listen, play percussion instruments, create movement, act and use body percussion. While this will be a major focus for the term, the students will also have opportunities to explore other aspects of the Performing Arts.



Karil Torcasio

PHYSICAL EDUCATION

The students will continue to develop their Physical Education skills by engaging in a range of activities that consolidate their ability in the vertical jump and introduce them to the fundamental skill of the leap.

The students will:

- consolidate vertical jump skills
- learn proper techniques for the leap, focusing on a powerful take-off, a flight phase with extended stride, and a balanced, sequential landing
- participate in skill-based drills to improve explosive power for jumping height and distance, and coordination during the leap
- develop spatial awareness by combining vertical jumps and leaps in movement-based games and sequences.

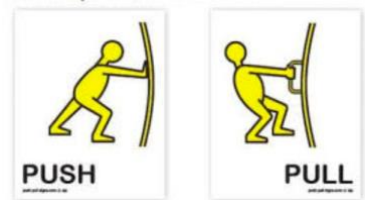
Coach Nat

SCIENCE

The focus this term is on Physical Sciences.

The students will:

- investigate how a push, pull, twist or squeeze affects how objects move or change shape
- explore ways that objects move on land, through water and in the air
- explore how different strengths of pushes and pulls affect the movement of objects
- investigate the concept of 'gravity' and how it can affect objects.



Karil Torcasio

REMINDERS

Tuesday:

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

Wednesday:

- Classroom Sport - sports uniform to be worn

Thursday:

- Science
- Library - library bags are required for borrowing

Friday:

- Digital Technology
- Visual Arts

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.