

Term Three Overview

YEAR ONE 2017



English



Reading: This term children will:

- Read simple-structured narrative texts
- Recall information and ideas of the text read
- Use phonic knowledge, illustrations and context to predict unfamiliar words
- Retell events of a story in a sequence
- Participate in discussions about the content of the text
- Describe characters, settings and events in different types of literature
- Identify the different purposes of texts
- Make connections to personal experiences when explaining information, characters and main events in short texts.

Writing: This term the children will:

- Write events in sequence
- Write short imaginative and informational texts
- Use capital letters for names and sentence beginnings
- Use lower case and uppercase letters appropriately in their writing
- Apply a growing bank of sight words in daily writing
- Write words using sound-letter knowledge independently
- Use nouns and verbs to provide detail about ideas, events and characters.

Speaking & Listening: This term the children will learn to:

- Follow spoken instructions
- Develop strategies for cooperative learning, including, asking and responding to questions and making group decisions
- Participates in class discussions using familiar vocabulary
- Speaks clearly and audibly for their audience.

SPELLING/PHONICS

This term, our spelling programme will continue to build children's recall of sight words and phonic knowledge. Sounds planned to be covered are:

Final consonant blends – ft, ld, nd, nk, nt, st, mp, all and ing

Vowel digraphs: ai, ay, ee, ea, oa and ie.

GRAMMAR

Nouns

- Explore differences in words that represent people, places and things (including pronouns)
- Singular and plural and other morphemes.

Adjectives

- Compare and contrast patterns; degrees of comparison e.g. Big, Bigger, Biggest.

Verbs

- Action words
- Modal verbs used for instruction and feelings.

Adverbs

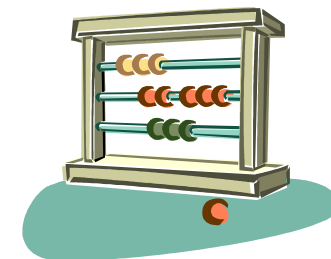
- Including details such as when, where and how.

Punctuation

- Use upper and lower case appropriately
- Capital letters, full stop and question mark in sentence structure.



Mathematics



NUMBER AND ALGEBRA

- Use counting strategies to carry out simple addition and subtraction problems
- Recognise, describe and order Australian coins according to their value
- Develop confidence with number sequences to and from 100 by ones from any starting point
- Recognise, model, read, write and order numbers to at least 100
- Count collections to 100 by partitioning numbers using place value
- Investigate and describe number patterns formed by skip-counting and patterns with objects.

MEASUREMENT AND GEOMETRY

- Measure and compare the capacities of pairs of objects using uniform informal units.

STATISTICS AND PROBABILITY

- Ask questions to collect data
- Draw and describe simple data displays.

ADDRESSING THE FOUR PROFICIENCY STRANDS IN YEAR ONE...

Understanding includes connecting names, numerals and quantities, and partitioning numbers in various ways.

Fluency includes readily counting numbers in sequences forwards and backwards, locating numbers on a line and naming the days of the week.

Problem-solving includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer.

Reasoning includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data and explaining patterns that have been created.

Science

Primary Connections 'Spot the difference' Chemical Science

The **Spot the difference** unit is an ideal way to link Science with Literacy in the classroom. By observing change, students glimpse the diversity of materials in their world. Students explore change through the context of food, including spaghetti, chocolate, icy-poles and popcorn. Students learn about how heating or cooling a food can change its properties and whether that change can be reversed or not. Our investigations will enable students to draw conclusions about how fast or how slow changes can happen and the consequences of change.

Digital Technologies

This term, students will expand on existing foundational skills in computational thinking and engage in personal experiences using digital systems. Students will be given opportunities to create a range of solutions through guided learning.

We will be learning about common digital systems and patterns that exist within the data we collect, and how this may include pictures, symbols and diagrams. Students will explore ways to organise and manipulate information, including numerical, text, image, audio and video, to create meaning and present information using simple digital systems.

Health

Pedestrian and Passenger Safety

This focus area provides the explicit teaching of content and skills related to passenger and pedestrian safety for Year 1 students.

It focuses on:

- how car restraints, when properly worn and correctly fitted, can reduce passenger injuries in a crash
- the types of restraints suitable for different aged people
- using the 'safety door' to enter and exit a vehicle
- making safe decisions when travelling as a passenger
- safe pedestrian practises such as crossing roads under adult supervision
- identifying road signs and signals relevant to pedestrians
- practising the stop, look, listen and think procedure when crossing roads
- identifying and responding to unsafe situations for pedestrians in traffic
- identifying safe places to cross roads.

Religion

We Make Choices

- The students will be learning about choices and why we make choices.
- Through guided discussions, students will wonder at Jesus, wants his followers to use the ability to choose to show love
- Students will learn that when people continue to make choices that show love for other people, they are living as Jesus taught, and therefore, as God wants.

Lots of Learning

- Students will be learning about the gifts of memory, understanding, curiosity and imagination and discussing why these are important to our learning
- Students will wonder at God, who gave us the ability to learn and will reflect on all the people in their lives who contribute to their learning

Friends Together

- Discuss how friends show love, like Jesus did, and list the ways in which they can be friends together
- Participate in shared discussions about friendship and list positive qualities in each other
- Students will be involved in a range of situations where they can practise communicating with friends in positive ways, to show love as Jesus did.

- Discuss how Jesus helped others to learn, and think about ways on which we can help others to learn too.

Design and Technology

This term, design and technology will be integrated through Numeracy and Literacy, where children will be guided through design processes. They will investigate characteristics and behaviours of individual materials used in products and create solutions by exploring opportunities for design.

Students will develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps.

When producing designs, students will use components and equipment to safely make solutions. After design completion, students will express their personal preferences to evaluate the success of the design processes.

Thinking Skills

Thinking skills are explicitly taught throughout the school by using 'thinking hats'. This Term, children will consolidate their understanding of the following thinking skills:

- Feelings (Red) – identifying and expressing feelings and emotions
- Positives (Yellow) – identifying positives and benefits
- Negatives (Black) – identifying problems and barriers
- Facts (White) – seeking information.

