

# Year 1 OVERVIEW

Term 3 2024



## Religious Education

**Big Idea:** Stewardship

Students will:

- Share their own thoughts and feelings about caring for God's creation
- Connect their own thoughts and feelings about caring for God's creation to scripture
- Pose questions and wonderings about what it means to be a steward of creation
- Explain how my relationship with God influences my choices in caring for God's creation
- Describe ways that they can reflect the light of Jesus as steward of creation
- Identify ways in which the SJB community work together to be stewards of creation

## Inquiry:

Students will explore the evolution of toys over time and apply their learning to design and create a modern-day toy.

## Focus:

- Identify various types of toys and their purpose.
- Examine how toys have changed over time, noting the similarities and differences between past and present toys.
- Understand the fundamental connection between design and movement.
- Learn about the basic properties of various materials used in toy making.
- Engage in the problem-solving process to design and create a toy.

## English

**Reading and Viewing:**

**Focus: Questioning/ Summarising**

- Asks and writes questions relevant to text at their level to clarify thinking based on a topic or text
- Exploring the author's purpose and language choices.
- Students explore the concept of summarising as a shortened version of the original text.
- Identify the main idea and use key information from non-fiction texts.
- Students record information in dot points and write a brief summary of 3-5 sentences from the text.
- Segmenting and blending one syllable words, and breaking longer words into syllables to help read them accurately.

**Speaking and Listening:**

**Focus: Turn taking**

- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions.
- Listen to others when taking part in conversations.
- Interact in pair, group and class discussions.
- Participate in the Show and Tell program, to develop skills in listening, speaking to a small or large group, asking and answering questions, and speaking about a topic.

## English

**Writing**

**Focus: Narrative**

- Composing short narratives consisting of a beginning, middle and end in order to write their own story.
- Correct formation of upper and lower case letters.
- Recognise different types of punctuation, including full stops, question marks and exclamation marks.
- Understand that some high frequency words have regular and irregular spelling components.
- Reread own texts and discuss possible changes for improvement.
- Developing the ability to hear and record the beginning, middle and end sounds of words, with a focus on

**Spelling**

**Focus: InitialLIT**

- Explore daily dictation during InitialLIT lessons
- Understand how to spell one and two syllable words with common letter patterns

## Mathematics

**Number and Algebra:**

**Focus: Multiplication:**

- Solves simple multiplication problems using groups of, arrays and repeated addition.

**Focus: Division**

- Represent practical situations that model sharing.

## Social and Emotional Learning (SEL)

**Focus: Help Seeking**

Students will:

- Practise solving simple interpersonal problems
- Identify ways to care for others including ways of making and keeping friends
- Discuss the importance of seeking help when dealing

<ul style="list-style-type: none"> <li>• Share a set of objects, such as counters, equally between a small group of people using one-to-one correspondence.</li> <li>• Recognise whether there is a remainder or not after sharing equally</li> </ul> <p><b>Measurement and Geometry:</b>  <b>Focus: Shape</b></p> <ul style="list-style-type: none"> <li>• Explore 2D shapes and 3D objects and their features</li> </ul>	<ul style="list-style-type: none"> <li>• with problems that are too big to solve alone</li> <li>• Practise seeking help from adults and peers</li> </ul>
<p><b>Italian</b>  <b>Focus: Il Piccolo Bruco mai sazio</b>  Questo semestre students will:</p> <ul style="list-style-type: none"> <li>• <b>Intentional Gesture teaching-</b> Revising HFW- <i>Buongiorno</i> (good morning), <i>Arrivederci</i> (Good bye), <i>Come stai?</i> (How are you?), <i>Sto bene/male</i> (I'm well/not well)</li> </ul> <p><b>Il Piccolo Bruco mai sazio (The very Hungry Caterpillar) <i>Focus language:</i></b> i giorni della settimana (days of the week), i cibi (foods), i numeri (numbers), <i>Mi piace / non mi piace</i> (I like/I don't like)</p> <p><b>Italian Day Celebrations:</b> celebrate Italian culture with a fun day at school.</p>	<p><b>Physical Education</b>  <b>Focus:</b> Gymnastics and Fundamental Movement Skills: leap, vertical jump, kick  Students will:</p> <ul style="list-style-type: none"> <li>• Participate in a gymnastics unit that introduces skills including; rolling, static balances, forward rolls, log rolls and correct landing techniques.</li> <li>• Complete activities that focus on the fundamental movement skills: leap, vertical jump, kick</li> <li>• Use their understanding of fundamental movement skills to participate in games and activities which require balance, rolling and body control to complete successfully</li> </ul>
<p><b>Science</b>  <b>Focus: Chemical Sciences - materials</b>  Students will:</p> <ul style="list-style-type: none"> <li>• Explore how everyday objects are made of various materials that have observable properties.</li> <li>• Observe properties of materials using their senses, and develop vocabulary to describe them</li> <li>• Work collaboratively to explore various materials through guided investigations.</li> </ul>	<p><b>Visual Arts</b>  <b>Focus:</b>  Students will:</p> <ul style="list-style-type: none"> <li>• Continue to explore our emotions, feelings and thoughts through Circle Times in the art room</li> <li>• Explore a variety of ways to create a relief print</li> <li>• Use their imaginations to draw, paint and collage their own imaginary worlds</li> <li>• Experiment with paper building and joining techniques to produce their own mini worlds</li> <li>• Experiment with a variety of threads and textiles to create art</li> </ul>
<p><b>Performing Arts</b>  <b>Focus: Dance/Movement</b>  The children will participate in activities that:</p> <ul style="list-style-type: none"> <li>• require them to use appropriate movement in response to different rhythmic patterns, tempos and accents.</li> <li>• develop physical skills through learning dance patterns and formations.</li> <li>• Learn a variety of simple line dances &amp; folk dances</li> </ul>	<p><b>Digital Technologies</b>  <b>Focus: Digital awareness</b>  Students will:</p> <ul style="list-style-type: none"> <li>• Continue to explore the chrome book functions and online tools. For example: Google slides and Google docs</li> <li>• Continue to utilise a range of digital technologies to meet specific purposes, such as: <ul style="list-style-type: none"> <li>- Seesaw</li> <li>- Google Classroom</li> </ul> </li> </ul>