

# Grade 1 OVERVIEW

Term 1 2025



**St John Bosco's**  
School **Niddrie**

## Religious Education

### Topic: Setting up Class Prayer

As a class we will:

- celebrate St John Bosco
- compose a class Prayer
- create a prayer space and cloth

### Topic: Being our Best as Pilgrims of Hope

The students will explore:

- the school theme - 'Pilgrims of Hope'
- what it means to spread hope and joy

### Topic: Lent and the Easter

The students will:

- Investigate the events of Jesus Christ's life and Bible stories that are celebrated during Holy Week.

## Inquiry

### Inquiry Throughline: Being our best

During our Term One Inquiry unit, students will explore the theme of "Be Your Best vs. Being the Best!" As they deepen their understanding of the *Zones of Regulation*, they will learn to identify and regulate their emotions by experimenting with strategies that work best for them. Students will also recognise how different emotions can influence their actions and behavior. Through this, they will practice distinguishing between appropriate and inappropriate behaviors in social situations, helping them navigate friendships and group work. Students will further develop their understanding of our schools Learning Dispositions. In particular collaboration where they will continue to build upon skills in Discovery Learning, using strategies like active listening, sharing, and cooperation with their peers. Additionally, they will explore the idea of being a "bucket filler," focusing on kindness, encouragement, and supporting one another to foster a positive and respectful classroom environment.

## Discovery

This term, our discovery stations are designed around our inquiry topic. Students will have an opportunity to explore some stations and reflect on the different emotions they feel. In addition to this, there will also be opportunities for:

- Role play and imaginative learning
- Construction
- Collaborative tasks

## English

### Reading and Viewing:

Through the InitialLit-1 program, students will focus on:

#### **Phonics/Spelling Lessons:**

- Revise sounds learnt in prep (e.g. m, s, t, a...)
- Use visual memory to spell High Frequency (tricky) words with irregular spelling patterns (was, you, very, put, have, were...)
- Learn to read and spell words with the following digraphs: ff, ll, ss, zz, ck, sg, wh, oo, ng, th

#### **Storybook Lessons:**

- Developing their oral language and vocabulary through a variety of engaging texts
- Building their ability to make connections between what they read and the world around them.

## English

### Writing: Colourful Semantics

Colorful Semantics is a visual approach that helps children develop sentence structure and communication skills. It uses color-coded sentence components (e.g., who, what, where) to support grammar and meaning.

Year 1 students will use the colour coded prompt cards to write grammatically correct sentences. These picture prompts are also a great tool to support students to expand the length of their sentences.

### Writing: Letter formation and use of dotted thirds

Students will:

- Practise appropriate letter formation starting with the c family letters (a, c, d, g, o, q)
- Learn how to use the dotted thirds in their writing

<p><b><u>Speaking and Listening:</u></b> Students will focus on: <b>Being our best communicator</b></p> <ul style="list-style-type: none"> <li>• Exploring different ways of expressing emotions, including verbal, visual, body language and facial expressions.</li> <li>• Listening to others when taking part in conversations.</li> <li>• Interacting in pair, group and class discussions.</li> </ul>	<p>book using the language of 'small, tall, tail and funny' letters.</p>
<p><b><u>Mathematics</u></b> <b>Topic: Data</b> Students will focus on:</p> <ul style="list-style-type: none"> <li>• Use tally marks to record data (i.e. what is the most popular animal in 1JN?)</li> <li>• Represent collected data on a pictograph</li> </ul> <p><b>Topic: Place Value</b> Students will focus on:</p> <ul style="list-style-type: none"> <li>• recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts</li> <li>• partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones</li> </ul> <p><b>Topic: Time</b> Students will focus on:</p> <ul style="list-style-type: none"> <li>• describe the duration and sequence of events in a school day</li> </ul>	<p><b><u>Digital Technologies</u></b></p> <ul style="list-style-type: none"> <li>• Students will learn what it is to be a digital citizen and how to use technology safely.</li> <li>• Students will learn to use the keyboard and mouse pad on a Chromebook</li> </ul>
<p><b><u>Social and Emotional Learning (SEL)</u></b> <b>Focus: SEL</b></p> <p>This term SEL is integrated into our Inquiry Unit (see above).</p>	<p><b><u>Physical Education</u></b> <b>Topic: Track and field</b> Students will focus on:</p> <ul style="list-style-type: none"> <li>• A range of spatial awareness games and activities that encourage students to be mindful of the space they take up and how their bodies move.</li> <li>• Practise a range of specific skills used for track and field events to prepare them for our school athletics carnival.</li> <li>• Tabloid sports that will draw upon the school dispositions to work in teams and use a range of fundamental movement skills</li> </ul>
<p><b><u>Italian</u></b> <b>Topic: Mi Presento!</b> Students will focus on:</p> <ul style="list-style-type: none"> <li>• <b>Intentional Gesture teaching- <i>Focus language:</i></b> <i>Revising HFW- greetings and exchanges; Buongiorno (good morning), Arrivederci (Good bye), Come stai? (How are you?), Sto bene/male (I'm well/not well), per favore (please), grazie (thank you), Prego (you're welcome)</i></li> </ul>	<p><b><u>Visual Arts</u></b> <b>Topic:</b> Students will focus on:</p> <ul style="list-style-type: none"> <li>• Revisiting expectations of the art room</li> <li>• Collaborating to create a piece of art for our whole school art display</li> <li>• Exploring ways of using pattern and line in our designs for our 2025 art folios</li> <li>• Learning about Yayoi Kusama and experiment with</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Mi Presento!</b> Revising greetings and phrases and interacting with each other in Italian</li> <li>● <b>Contiamo Insieme!</b>- Learning numbers 1-20 in Italian</li> <li>● <b>Mi piace!</b>-linking our likes and dislikes to hobbies and foods</li> <li>● <b>Pasqua!</b> Easter- La Colomba</li> </ul>	<p>many ways to use dots and circles in their art</p> <ul style="list-style-type: none"> <li>● Experimenting with a variety of everyday objects to practice printmaking</li> <li>● Having lots of fun using shape and colour in our art</li> </ul>
<p><b><u>Performing Arts</u></b>  <b>Topic:</b>  Students will focus on: Drama</p> <ul style="list-style-type: none"> <li>● Play a variety of drama games to build self confidence and feel comfortable to perform in front of an audience</li> <li>● Explore how ideas and stories can be imagined and communicated through drama that encompass the themes of identity and emotions</li> <li>● Use voice, facial expression, movement and space to imagine and establish roles, characters and dramatic action in play and improvisation</li> <li>● Learn about the significance of character within a story through exploration and discussion in drama they make, perform and view.</li> <li>● Children will unpack a variety of characters by exploring their traits and use these traits to create and develop their own character</li> <li>● Respond to drama, expressing and justifying their personal opinion about a variety of performances from different cultural backgrounds.</li> </ul>	<p><b><u>Science</u></b>  <b>Topic:</b>  Students will focus on:</p> <ul style="list-style-type: none"> <li>● Identifying daily and seasonal changes and describing ways these changes affect their everyday life.</li> <li>● Making observations about the weather and describing the impact of temperature, clouds, rain and wind on our daily lives.</li> </ul>