



# Curriculum Overview

Year 1 - Term 3, 2024

## Religion

### Prayer

This unit explores how God's family learn and pray together. People learn to love, respect and live good lives through their families. Students will identify what families teach each other and the ways that they show love and respect to one another. They will explain how Jesus taught about God's love through healing people, telling stories and speaking to people, especially the people that no one liked. Students will identify what Jesus taught people about prayer. Prayer is a special way for people to talk with God. People can pray on their own, with their families, with their friends and with God's family. Students will learn the different ways that people may pray and will also begin to explore the 'Our Father' as a way that God's family shows love and respect for God.

### Reconciliation

This unit explores choices. People make choices every day. Some choices are easy and some are more difficult to make. The choices people make can be loving or they can be the opposite and not show love. The students will recognise and give examples of choices that show love. One of Jesus's choices was to decide who would be his special friends, the Apostles. Prayer was very important to Jesus; to make this decision, Jesus prayed to God for help. People can follow the example of Jesus and ask God for help through prayer. The students will compose and share prayers that thank God and ask for help. When people make choices that show love as Jesus did, they become closer to God. Sometimes people make choices that do not show love. When people choose to act in ways that are not loving, they need to be sorry and ask for forgiveness. The students will explain how people can show they are truly sorry when they have acted in unloving ways.

## English

### Reading

During **Guided Reading** sessions, students work in small groups according to their reading levels. The students will be focusing on reading strategies, reading fluency and comprehension skills.

**Comprehension** - Students will focus on developing strategies such as summarising, inferring, and making connections to enhance their understanding of the text. Summarising involves condensing the main ideas of a passage into a concise statement. Inferring requires students to use their background knowledge and clues from the text to draw conclusions. Making connections involves relating the text to their own experiences, other texts, or the world around them.

**Phonics** - Students will continue to enhance their knowledge of letter-sound correspondence, blending, and segmenting. This term the focus is developing their knowledge of blends and digraphs through games and their spelling words.

### Writing

This term, students will engage in 'Talk 4 Writing' with a focus on procedural texts. The learning journey will involve three key stages: imitation, innovation, and independent application. An example topic will be "How to Trap a Dragon," where students will:

- Write in the present tense.
- Use imperative verbs and adverbs to start each step.
- Include specific topic vocabulary.
- Employ time conjunctions for sequence.
- Provide clear, detailed instructions.



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## English

### Oral Language

**Talk for Writing:** Students will participate in orally retelling the procedural text using actions, voice projection, and expression to enhance comprehension and engagement

**News:** Students will participate in a news presentation weekly. This exercise encourages students to develop their speaking and listening skills by presenting news in pairs or to the class. Emphasis will be placed on using appropriate voice projection, expression, and body language to communicate effectively. This activity helps students build confidence in speaking in front of an audience, enhance their vocabulary, and improve their ability to convey information clearly and accurately.

## Mathematics

### Number and Algebra

This term in Mathematics, the Year One students will focus on a few aspects of 'Number and Algebra'. The children will read, identify and partition numbers between 1 and 100, using place value. They will use language, such as 'how many tens' and 'how many ones' to justify their answers. The students will identify representations of one half, of both an object and a collection. The children will carry out simple addition and subtraction sums using a wide range of counting strategies. They will recognise, describe, and order Australian coins according to their value.

### Measurement and Geometry

Students will identify the features of a clock, and use these features to tell time to the hour and the half hour. They will use simple language to identify and explain time durations. Students will also use the language of direction, or positional language, to move people and objects from place to place.

## Science

The Year 1 students will be investigating and exploring the biodiversity in the school ground, in particular the Coolock Centre Garden. By observing the features and behaviour of small animals the students will begin to understand about the diversity of animal life around us. Through investigations, students will learn how animals move, feed and protect themselves in their habitat.

We will also be celebrating the school theme for National Science Week in 2024 *Species Survival - More than just sustainability*. The theme aims to highlight the importance of science and innovation in ensuring the survival and thriving of different species in an ever-changing world.

## HaSS

### Geography

This term in HaSS, the Year 1 students will focus on the strand 'Geography'. The children will identify different places and spaces and describe how they are used in their local community. They will categorise places into 'natural', 'managed' or 'constructed, and take note of the features of each space. The students will describe how the features of places can be cared for and changed over time. They will use skills, such as categorising, contributing to group discussions and using relevant terms.



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## Design and Technology

This term, in Food and Fibre production, students will identify plants and animals used for production and their basic needs. The students will also identify people who produce familiar products and services and recall simple stages of the production process. The students will learn dairy cattle are cattle that produce large quantities of milk, from which dairy products are made. They will discuss the stages from milking on the farm to buying milk and dairy products in the shops.

In design technologies, students will explore a range of recycled and natural materials used for construction and select materials based on their characteristics and design properties. Students will implement and select sustainable materials to create a boat that floats. Through collaborative partnerships, students explore opportunities for design, including developing and communicating ideas through drawing, describing, modelling and sequencing steps; Producing and implementing equipment and materials to discover solutions; Evaluating the design process by reflecting on personal preferences, and engaging in the design process through collaborative partnerships to create and share design ideas and procedures.

## Arts

### Visual Arts

This term in Visual Arts, Year 1 students will explore and develop their creative skills by applying various ideas, techniques, and materials to produce their artwork. They will:

- Share simple ideas tailored to specific audiences.
- Utilize key visual art elements such as shape, colour, line, space, and texture.
- Experiment with a range of materials, techniques, and technologies.

Students will be introduced to a variety of artists and artistic styles. They will analyse the visual elements in these works and recreate designs using different materials, fostering an understanding and appreciation of diverse artistic expressions.

### Performing Arts

In Performing Arts in Term 3, the Year 1 students will be exploring and improvising with different ways to move their bodies through dance. The emphasis is on students being creative with their movement choices while making connections to the elements of dance (Body, Energy, Space, and Time). Students will also be exposed to various dance performance videos which will allow them to visualise and analyse the elements of dance in other people's dances. Towards the second half of the term, the students will also be exploring the use and instances of dance in their daily lives.

## Sport

This term, students will enhance their fundamental movement skills through Athletics. They will participate in a variety of sprints, jumps, throws, and team games. Additionally, we will focus on building their leadership and teamwork abilities, which are crucial for successful participation.

## Health

This term, students will concentrate on understanding key concepts related to health and safety. They will learn about personal hygiene, nutrition, and the importance of physical activity for maintaining overall well-being. Additionally, we will cover essential safety practices, such as recognizing hazards, emergency procedures, and responsible decision-making. Our goal is to equip students with the knowledge and skills necessary to make healthy choices and stay safe in various environments.