

English

Creating Written Texts

This term students will...

- *Explore the way objects, events and ideas are represented in narrative texts.
- *Retell and sequence stories to support reading comprehension and text creation.
- *Explore how different aspects of the world are reflected and represented.
- *Make text-to-self and text-to-world connections to support comprehension and build mental models to support vocabulary activation.
- *Learn how authors describe both the internal and external characteristics of characters.

Reading and Spelling

- * We will be looking at the 'e' and 'l' vowel sound, as well as continuing to learn our high frequency words.
- *Students will read a range of fiction and non-fiction texts. They will listen to modelled reading, engage in shared reading, discuss texts in small groups and read independently. Students will take home readers weekly and we will continue our subscription of WUSHKA. Each week there will be a focus on a comprehension strategy to develop student understanding of the material being read or viewed. We will continue our DEAR time each afternoon to continue practise their reading fluency.

Oral Language and Communication

- *We provide opportunities for answering questions and sharing thinking in all KLA's.
- *Children we participate in news this term.

Mathematics

The aim is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. A student develops understanding and fluency in mathematics through:

- *exploring and connecting mathematical concepts
- *choosing and applying mathematical techniques to solve problems
- *communicating their thinking and reasoning coherently and clearly.

Number and Algebra- representing whole numbers, combining and separating quantities, forming groups.

Measurement and Space- Geometric measure, 2D and 3D spatial structure, non-spatial measure.

Statistics and Probability- Data and Chance

Religious Education

This year we are continuing the play-based approach to Religious Education. The syllabus is grounded in the early learning approaches of Maria Montessori and Sophia Cavalletti. It acknowledges that people are both spiritual and physical beings. Students are presented with works using concrete materials and given time and space reflect on what has been presented, connecting liturgy and Scripture.

Physical and Education

Year 1 students will have class sport with Maryanne Morello on Tuesday mornings. Sport lessons will be on Thursday with Julie Ann Thompson.

PDH

PDH will be taught by Monica Lobascher. This term we are exploring a Unit of Work titled: '**Asking For Help.**' This unit is designed to support students with identifying and describing the feelings and warning signs that indicate they need help. Students will also recall and practise the help-seeking strategies they can employ when required through role-play. We are also conducting sessions through the '**Open Parachute**' program with the class teacher. This program focuses on a range of areas, friendships, emotions, relationships, strategies etc.

Year 1 Curriculum Overview Term 2, 2024

Additional Curricular

Tuesday: Class Sport and PDHPE

Wednesday: Creative Arts and Library

Thursday: Sport with Julie-Ann Thompson

Teachers: Kayla Biasi and Alanna Kellendonk

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Science

The first half of the term is the unit '*Physical World*'. This practical unit allows students to investigate how sound is produced using a variety of different materials. Students build an understanding of how sound moves through inquiry and developing a shared understanding with peers. As students explore a range of materials and the sounds they produce, students connect their understanding of sound vibrations and how these can be altered through manipulating materials and the interactions of materials. Our key inquiry question is **What are the different forms of energy around us and how can we detect them?**

Our second half of the term will focus on the topic '*Material World*.' It is an Inquiry based pedagogical approach and is co-taught across Year 1. The Material World strand focuses on how materials can be changed, manipulated, and combined. Our key inquiry questions include **What changes occur when materials are combined?**

Creative Arts

Children will explore the elements of drawing, painting, sculpture, and 3D forms through our focus on two artists: Mary Southard and Bronwyn Bancroft. This unit incorporates or aboriginal and Torres strait islander history and sustainability. We will be creating some collaborative pieces.

History

Throughout terms 1-2, this course extensively explores the dynamics of contemporary and historical family life within the students' immediate environments. By examining parallels and distinctions between past and present family structures, students gain insight into the evolution of familial norms. This inquiry extends to understanding the fluidity of societal changes over time, while also acquainting students with the utilization of historical source materials. Additionally, the curriculum encompasses the exploration of globally significant events as well as those of personal significance within the students' lives.