



## YEAR 1 CURRICULUM OVERVIEW TERM 1 2018

Dear Parents/Guardians,

We would like to extend a warm welcome to all our Year One families.

It was wonderful to see the Year One students begin the 2018 year confidently at Alamanda College. We welcome our new families to the school community, and have seen the students explore their new environment and make new friends, both within their classrooms and on the playground. 'The International Baccalaureate aims to develop inquiring, Knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect'.

The Primary Years Programme has a focus on encouraging 'students to become active, compassionate and lifelong learners, developing the enduring understanding that everyone, with their differences, can also be right'. The Year One teachers and their students have been exploring the attributes and attitudes of the Primary Years Programme Learner Profile developing their classroom and specialist Essential Agreements, building on their understanding of what makes a global citizen. The Learner Profile attributes, Attitudes and Essential Agreements will be displayed in each classroom and referenced to daily. The beginning of this term was dedicated to the students focusing on building relationships and learning about the school values, with the aim of establishing a positive learning community within their classroom.

The Year One students have continued on with their work from Transition Day in 2017, using the James Beane model, of curriculum integration and a democratic classroom, allowing students the opportunity for student voice and agency within their own learning. The students have developed wonderings about the ideas that they felt were important to them on a personal and world level, guiding the planning for this year's Units of Inquiry.

One students are using the Key Concepts; Form (What is it like?), Perspective (What are the points of view?) and Connection (How is it connected to other things?), as their guiding lens when asking questions about the Lines of Inquiry, 'Physical, social and emotional characteristics', 'Similarities and differences between ourselves and others' and 'Personal abilities and interests'. Students have begun inquiring into different learning styles, how we best learn, what can you do to take responsibility for your own learning and the difference between a fixed and growth mindset. This Unit of Inquiry was developed in collaboration with Marcia, the school's PYP consultant, consolidating both teacher and student understanding of the inquiry process.

The Year One students will be driving their learning through Language(reading, writing), Science and Mathematics.

### IMPORTANT DATES

#### Labour Day

Monday 12th March

#### PYP Community Evening

Thursday 22nd March (4pm - 7pm)

#### School Photographs

Monday 26th March to Wednesday 28th March

#### Last Day of Term 1

Thursday 29th March

#### First Day of Term 2

Thursday 29th March

### INQUIRING INTO LANGUAGE

Students will be exposed to a variety of narrative texts during reading and writing tasks, with strong links to the Unit of Inquiry. Students will develop their understanding of character traits, including interests and abilities, through shared big books, picture storybooks, poetry and visual displays.

### UNIT OF INQUIRY 1

The Year One children have begun their first Unit of Inquiry for 2018, exploring the Transdisciplinary Theme, 'Who We Are, through the Central Idea, 'Awareness of our characteristics, abilities and interests inform our learning and development'. The Year

The Year One students will read a variety of big books, picture story books and visual provocations when exploring our Unit of Inquiry through the Transdisciplinary Theme 'Who We Are'. Students will focus on the characteristics, abilities and interests of the characters, developing the



enduring understanding that our interests and abilities can inform our learning. Students will engage in regular reading, through a variety of different experiences, such as *Guided, Independent and Shared Reading*. During *Guided Reading*, students will read, discuss and identify a range of text types with a focus on a variety of comprehension strategies including Predicting, Questioning, Summarising, Inferring, Visualising and Making text-to-self, text-to-world and text-to-text connections. Through big books, picture story books and class discussions, the students will be engaged in various activities to develop their comprehension skills and reading fluency, as well as their enjoyment of reading. Teachers will continue to develop the student's ability to read independently, with fluency and students will be encouraged to become independent readers by choosing a 'Just Right Book' from our classroom libraries. Shared Reading tasks will allow students to focus on the strategies used by an effective reader: such as making predictions, reading in phrases to assist fluency, noticing when meaning is lost, understanding book conventions and problem-solving.

The Writing focus for this term will be centred around the text types of *Narratives* and *Poetry*, and will be integrated within our Unit of Inquiry. Students will be given opportunities to share their understanding of the character's traits, interests and abilities, developing the understanding that our interests inform how we best learn. Students will consider the features of a narrative, such as the orientation,

complication and resolution. Students will consider the character's decisions within the text and how their choices and abilities impacted the outcome of the narrative. Students will develop their understanding of adjectives, synonyms and proper nouns within a text. When exploring the genre of Poetry, students will explore the language features usually included in poems, such as nouns, verbs and literary devices (such as similes, repetition and onomatopoeia) used to evoke vivid imagery.

Students will be given opportunities to build upon their speaking and listening skills through a variety of formal and informal situations. Class discussions and the presentation of artefacts give students the opportunity to share their understanding of the Unit of Inquiry and their personal experiences with their peers.

Students will work on developing hearing and recording the sounds in words, beginning with the Oxford 100 High Frequency Words. Students will use the visual strategy of recognising and writing high frequency words. The students will also focus on words associated with the 37 dependable rimes, such as 'an, all, ank', identifying common letter patterns and using these known patterns to create new words.

### INQUIRING INTO MATHEMATICS

Year One students will continue to develop their conceptual understanding of counting and number patterns, building on their confidence when counting to and from 100, initially, by ones, from various starting points.

Students will develop strategies to skip count by various counting patterns such as 2s, 5s and 10s to 100 and beyond. During place value tasks, students will recognise, model, read, write and order numbers to at least 100 and beyond. They will develop the understanding of the value of each number, using place value charts, dice and Unifix blocks. Students will use tens frames, Unifix Blocks, dice and number lines to assist them when forming and locating numbers. They will focus on addition using a range of strategies, such as concrete materials and number lines to represent and solve simple addition problems, using a range of strategies including counting on and partitioning. During daily counting and 100 Days of School activities, students will build on their understanding that numbers can be represented in a variety of ways, such as through a number sentence, tally marks, bundling or a written problem.

Through the Unit of Inquiry, students are gathering and recording data using tally marks, about the characteristics, interests, abilities and learning styles that impact on their learning. Students are developing their understanding of how to formally represent data with objects and drawings, using bar and picture graphs. Students will be encouraged to describe the data displays and sharing their understanding of their findings.

### ICT

Information and Communication Technology (ICT) will be integrated in all areas of the curriculum. Students will use a variety of iPad applications to complement their Literacy and Numeracy learning. They will use Literacy applications, such as Learning A-Z for take home reading. During Numeracy lessons the students will use a range of applications, including Mathematics to work on individual Numeracy goals. In addition to this, students will use a range of applications as part of their daily learning in the classroom, such as SeeSaw and Epic! to research the Unit of Inquiry and for reading tasks.

## HOMEWORK

Students are expected to read every day at school. Reading at home for ten to fifteen minutes per day will ensure the skills acquired at school are practised at home. Reading may include take-home books, poems or books on their iPads. We have classroom libraries at school, where students will have access to books for independent reading, these books will remain at school for this purpose.

You are encouraged to read to your child each night, read a story with your child or listen to your child read to help improve fluency, extend vocabulary, pronunciation and expression. Establish a routine. Reading each night at a set time is ideal. Be relaxed and comfortable. The aim is to help your child to enjoy reading. For our take-home program, we are encouraging Year 1 students to utilise the wide range of resources available via technology.

- Each child can now access levelled books on their iPad through the RAZ-kids and Epic! Applications, some students will also take home teacher selected texts.
- The 'Literacy Planet' Application has also been purchased by the school to allow for practise and self-paced learning through a range of tasks that include grammar, high frequency words and comprehension tasks.
- Please continue to visit the local libraries to encourage your child to access and borrow books to supplement your reading at home.

We are currently sending home a take-home record book in which you are encouraged to record a reflection with your child about their reading. An iPad recording system to use as an alternative to the paper copy has also been developed.

Mathletics is an educational and engaging application that supports students' learning of mathematical concepts and develops skills through a range of tasks. This can be accessed

on the iPad via a personal username and password. Passwords have been allocated to all students who have a subscription. Teachers will be working to allocate weekly tasks aligned to classroom learning for homework. Teachers are able to track student progress using these tasks via the website.

Homework that links with the Units of Inquiry will require students to use knowledge and skills learned in class to make connections with home life and the local community. When required, we will send home a note to advise you of any tasks to be undertaken as part of our Unit of Inquiry. This may include bringing relevant artefacts from home to share with the class.

We will use the "SeeSaw" Application to communicate homework details and provide snapshots of the student's classroom activities.

The "Curriculum Overview for Term 1" provides more detail about the Year One classroom program. We expect children to practise reading every day, and to spread other tasks across the week. We suggest homework for children in Year 1 should not exceed on average of 20 minutes a day.

If you have any questions or concerns, please do not hesitate to meet with

your classroom teacher or the Year One Assistant Principal. We look forward to working with you to make this year a success for your child. Thank you for preparing your child for their new school year.

The Year One team consists of fourteen classes and support staff:

Assistant Principal-  
**Mrs. Carmen Sacco**

1A – Miss Jess Bennett  
1B – Miss Danielle Vagg  
1C – Miss Andrea Taliana  
1D – Mrs Tegan Ma  
1E – Mr Brad Smith  
1F – Miss Olivia Cameron  
1G – Miss Alana Bisinella  
1H – Miss Aimee Smart  
1I – Miss Jade Farrar  
1J – Miss Kirsty Richardson  
1K – Miss Afrodity Petkovski  
1L – Miss Georgia Skeene  
1M- Mr Beau Lepp  
1N- Mr Erik Stewart

Literacy Support – Mrs. Patricia Sinclair

Literacy Support – Mrs. Jackie M

Educational Support – Madeline, Jay, Sonny, Conner, and Fatima



## ART

Working towards Level 1, students make artworks using different materials, techniques and processes to express their ideas, observations and imagination. Students describe artworks they make and view, including where and why artworks are made and viewed. Students explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create. By experimenting with different materials, techniques and processes students make artworks in a range of art forms.

This Term in Art, we are exploring how people express their cultures through art, storytelling and traditional games. The Grade 1 students have been investigating the history and significance of Greek culture, through understanding aspects of Greek mythology and the ancient Olympic games. Grade 1 students will be particularly inspired by the ancient symbolism of the olive wreath and the Greek Goddess, Medusa.

To demonstrate their understanding, students will create their own collaborative paper olive wreath made from different green watercolour hues. Students will also exercise their growing knowledge of colour theory and painting by creating 'hot' and 'cold' mixed media artworks, inspired by Greek Goddess, Medusa. In doing so students will build upon their art skills by using a range of materials and watercolour painting techniques.

The PYP Learner Profile has also been incorporated into our everyday art room routines and the students understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.



## P.E.

The curriculum for Levels 1 and 2 builds on the learning from Foundation Level and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older. The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform in a range of settings, including indoor, outdoor and aquatic. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams. Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students

develop personal and social skills such as cooperation, decision making, problem-solving and persistence during movement activities.

Term 1 will commence with a two week introductory unit in Physical Education for 2018. During this time, each class will develop their essential agreements, which will incorporate the PYP learner profiles and attitudes. Along with this, students will also participate in cooperative team-building games to get to know their classmates better.

Focus will then shift into a two week Run and Spatial Awareness unit, where students will become more aware of the importance of 'personal space' and what it means to be spatially aware. Students will learn about how speed, direction and placement is altered when we are moving. They will do this through games that promote inquiry, and the recognition of where we are in space. Following this unit, students focus will shift to Skipping, Jumping and Hopping. During this time, students will partake in games and activities concentrating on agility, balance and coordination.

The final four weeks of term the students will participate in a Perceptual Motor Program (PMP). In the PMP, students will develop their gross and fine motor skills through the completion of targeted circuits. The PMP also improves cognitive function, this is through the completion of activities

that stimulate all five senses through movement. This in turn improves a student's focus and concentration, which can be used as a basis for future formal learning.

Throughout every PE lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to wear their PE uniform and to bring a drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

PE Team

## LANGUAGES

At Level One, students will continue to be introduced to simple topics that can be connected to their prior knowledge and personal experiences. They participate in structured and routine interactions, such as using 谢谢, 再见和请, using learnt sounds, formulaic phrases, verbal and non-verbal responses. They respond to and receive information, for example, 你好, 你好吗? They follow simple instructions, including 排队, 请坐, 不要说话. They use the four tones of Chinese, but not always with accuracy. They recognise the use of tone marks, also differentiate between Pinyin and characters associated with familiar objects in their immediate environment.

Focusing on the transdisciplinary theme "How We Express Ourselves", students will conduct an inquiry about a combined unit of Chinese Pinyin, the four tone marks, basic greeting phrases and classroom expressions. They will gain a solid understanding of the spoken language - Chinese Pinyin. The Pinyin

system has included the finals (Chinese vowels), initials and four tone marks to help learners to pronounce the Chinese characters accurately. Students will achieve an explicit understanding that each tone mark represents a different Chinese character and therefore, the meaning of every character is translated differently according to the context. For the summative assessment, they will create a four tone marks graphic chart to articulate the differences among the four tones.

After that, students will continue to inquire about the basic greeting phrases and classroom expressions which can be used in their daily life. Through watching video clips and PowerPoint slides, students will identify the similarities and cultural differences between greetings and classroom expressions in Australia and China. In

addition, they will work in small groups to perform a puppet show in class to demonstrate their own understanding. In the final stage of this combined unit, students will create a PicCollage of the classroom expressions to display in the classroom for future reinforcement. They will reflect on their learning on a regular basis, alongside feedback from the teacher.

Throughout the Language classes this term, students are provided with tasks that will challenge them to increase their confidence and keep developing the Approaches to Learning. Activities encourage students to inquire, think critically, reflect, care, communicate, take risks and be open-minded. The PYP attitudes of cooperation, curiosity, commitment, independence, enthusiasm, respect and creativity are embedded in teaching and learning.



## DRAMA

In Year One, students begin to select, arrange and make choices about ways of using arts elements, principles and conventions as they investigate the use of dramatic skills and techniques. In the 13-Week Drama program, students will explore dramatic elements and conventions such as costumes and props to create a character based on their observation and perception of a character in a story.

During our first focus for the program, the Year Ones will be inquiring into Indigenous Australian culture through theatre. Students will be researching different stories important to Indigenous Australians, and how performance is used to tell them, students will begin exploring the culture on stage. Working collaboratively, each student will create and present their own unique performance based on a story of their choice.

To create these performances, we will work creatively to explore character, setting and plot. Students will demonstrate an ability to select, arrange and express new ideas cooperatively. Students will work on expressing stories both verbally and using body language to create interesting characters, done through improvisation, teamwork and performance planning and presenting. Students are encouraged to respond to performances as an audience member, expressing what they enjoy and why, identifying intended purposes and meanings of other's presentation.

We will be using the PYP Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students will be encouraged to develop the PYP Learner Profile attributes of being risk-takers with their learning, approaching new ideas with enthusiasm and curiosity.

**Mr. Sean Moran**

## MUSIC

Students in Grades One and Two will have the chance to explore musical ideas using voice, instruments and body percussion and further their knowledge by improvising and practising a variety of songs and rhymes. During the 13 Week Music Program they will also rehearse and perform songs that communicate themes to an audience as well as respond to music and communicate their thoughts on where and why people perform music.

Our first focus for the year will revolve around who we are. We will look into how people use music to communicate who they are by researching songs specific to this topic before they practice and rehearse songs celebrating who they are. The second half of their rotation will focus on repertoire focusing on where we are in place and time. Our students will work on their performance skills and collaborating together as a team by performing songs specific to a certain location and place in history.

We will be using our PYP Learner Profiles to further our students' skills by becoming more knowledgeable through the introduction of new song material and open minded to

the repertoire that they might not be familiar with.

## FOOD TECHNOLOGY

As outlined in the Australian curriculum – Design and Technologies, in year 1 students will have the opportunity to create designed solutions in Food Technology. Students will inquire into the use of technologies – such as; materials, systems, components, tools and equipment. They will evaluate design solutions using the key concepts, form, function, connection, causation, perspective, responsibility and change. For example: How does it work? Who will use it? Or How can it be improved? Using a range of technologies to communicate, students will draw, model and explain design ideas.

Students will be engaged in creating foods and beverages from a variety of cultures as they explore their own identity and gain an appreciation for other cultural cuisines. They will inquire into balanced eating choices and participate in discussions about food safety and hygiene.

Students are encouraged to become more independent and responsible for their learning by bringing in their own food container, apron and iPad to every Food Tech Lesson.

