

TERM 3 IMPORTANT DATES

Life Education IncurSION

Friday July 22 – 1D, 1A, 1I
Monday July 24 – 1G, 1C, 1J
Tuesday July 25 – 1F, 1E, 1K
Wednesday July 26 – 1H, 1B, 1L

Melbourne Sea Life Aquarium Excursion

August 1 – 1A, 1B, 1G
August 2 – 1I, 1J, 1L
August 3 – 1H, 1K, 1E
August 4 – 1F, 1C, 1D

Book Day

Friday, August 25

Last Day Term 3

Friday, September 22

First Day Term 4

Monday, October 9

The Year One Team

1A – **Dannielle Vagg**
1B – **Alana Bisinella**
1C – **Olivia Cameron**
1D – **Aimee Smart**, Unit Coordinator
1E – **Georgia Skeen**
1F – **Jade Farrar**, Unit Coordinator
1G – Alison D'Costa
1H – **Erik Stewart**, Head of School
1I – Erin Beardsley
1J – **Jessica Mastroianni**,
Head of School
1K – **Jessica Bennett**
1L – **Afrodity Petkovski**,
Unit Coordinator

Literacy Support, trained Reading Recovery Teacher – **Patricia Sinclair**
Educational Support – **Warren, Noah, Andrew, Anita, Aaron and Fred**
Acting Leading Teacher - **Tegan Ma**
Assistant Principal, **Helen Welsh**

YEAR 1 CURRICULUM OVERVIEW TERM 3 2017

Dear Parents/Guardians,

Second semester started with very wintery weather, however we warmly welcome an additional four Year 1 students to Alamanda K-9 College this term and we welcome their families.

The first semester concluded with students showcasing their learning to their families and teachers during the three-way student-led conferences. We hope you were delighted with your child's understanding of their learning as they shared samples of their progress through their portfolios.

As the second semester starts we are aware of the students' increasing independence and their enthusiasm for setting their personal learning goals and ability to recognise their own achievements.

Term Three will include an excursion to the Melbourne Sea Life Aquarium linking with our Unit of Inquiry, "How the World Works" and Book Week activities.

THE PRIMARY YEARS PROGRAMME

UNIT OF INQUIRY FOUR 'HOW THE WORLD WORKS'

The term will start with the students exploring the **Transdisciplinary Theme: 'How the World Works'**. This is an inquiry into the 'natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.'

Through this inquiry students will develop the enduring understanding or **Central Idea**, that **'Ecosystems are diverse and exist all around the world.'**

We will be looking at this inquiry through the lens of the **key concepts**:

- Form – What is it like?
- Function – How does it work?
- Connection – How is it connected to other things?

To guide this Unit of Inquiry and facilitate deeper thinking, children will investigate the following **lines of inquiry**:

- There are unique and similar environments and ecosystems around the world (Form).
- An eco-system is made up of living and non-living things that interact. (Function and Connection).
- All aspects of an ecosystem are interdependent. (Form)

The **Learner Profile** attributes of being Knowledgeable and Inquirers will be emphasized and the **Attitudes** of Curiosity and Appreciation will be promoted.

The Melbourne Sea Life Aquarium Excursion will include using a map to navigate around the Aquarium to discover the various habitats on display



and the particular creatures that are able to live within those environments. This excursion will enhance the students' enduring understandings of animal characteristics and the environmental requirements for the survival of each ecosystem.

UNIT OF INQUIRY FIVE - HOW WE ORGANISE OURSELVES

The students' second unit of inquiry this term will focus upon the transdisciplinary theme: 'How We Organise Ourselves' through the central idea 'Foods may go through various stages before they reach our mouths.'

The students will be exploring the following Lines of inquiry:

- Food comes from numerous sources (Function)
- Food goes through different stages before being eaten (Change)
- There are consequences to the food choices we make. (Responsibility)

This Inquiry will use the key concepts of:

- Function – How does it work?
- Responsibility – What is our

responsibility?

- Change – How is it changing?

The Learner Profile attributes of being Knowledgeable, Thinkers and Inquirers will be emphasized during this Unit of Inquiry and the Attitudes of Creativity and Cooperation will be promoted. We will also attempt to grow food in our vegetable patches to reinforce the effort required to produce food.

LITERACY

In **Literacy**, teachers and students will continue to use the **Alamanda Literacy Continua** and the **Victorian Curriculum** as resources to plan, cater for different abilities, select personal learning goals and to track and assess individual student's progress. The Literacy continua include the sub-strands of reading, writing, spelling and oral language (Speaking and Listening). The Year One's will continue to focus on student goal setting. The teachers and students will be working together to set personalised learning goals on the Alamanda continua. Students will work on their own goals, and teachers will provide students with varied

opportunities to develop and discuss their goals and their progress, during individual conferencing, small group and whole class lessons. Some students are more confident with this process than others and it is our aim that all students will become familiar and comfortable with using continuums to discuss their learning, and set future goals by the end of the year.

The first **Writing** focus for this term, will be linked with the Unit of Inquiry and will be the Information Report: writing to describe. Students will recognise and understand the text structure and language features of an information text and will write an information report using the technical and language features. The features of an information report include using the vocabulary of classification, description, nouns, subject specific vocabulary, and present tense.

During the fifth Unit of Inquiry for this term, the **Writing** focus will be upon **persuasive** writing. Students will understand that persuasive texts are used to convince an audience, and will work on forming and justifying their own opinions, both verbally and in written form, in order to effectively present their opinion to an audience. The students will inquire into certain text features such as emotive language, repetition and the use of strong verbs. They will construct texts that incorporate supporting images and recreate texts imaginatively using drawing, writing, performance and digital forms of communication.

In the area of **Spelling**, students will continue to work on further developing their understanding of spelling strategies by:

- Sound - hearing and recording the sounds in words e.g. cat, ship, chat;
- Visual - recognizing letter patterns, for example the 37 dependable rimes e.g. t-ent, b-ent, w-ent.
- Meaning – identifying base words and building word families by adding suffixes e.g. ed, ing, s;

Students investigate spelling throughout all areas of the program

including reading, writing and during dedicated spelling lessons. The students also use their spelling journals to 'have a go' at unknown words and to practise words using the method 'Look, Say, Spell, Cover, Write, Check'.

Handwriting will also continue to be a focus for students this term. The students will practise letter size, shape, formation, slope etc. in class and for homework. Handwriting is important to master. Being able to quickly and correctly form letters without having to think about how each letter is formed, ensures students are able to focus more of their attention on the quality of what they are writing.

During daily **Reading** lessons the teachers and students will also focus upon using the comprehension strategy of **Questioning**. Proficient readers ask questions before, during and after they read, and use those questions to clarify meaning and predict. Some answers can be found in the text, while other questions need to be inferred by using our prior knowledge. Teachers will provide the students with experiences with quality mentor texts, movies and pictures that will scaffold the students to ask questions.

The second focus for the term will be on reading persuasive texts, and understanding the text features and language an author uses to persuade the reader of their opinion. Students will continuously focus upon the reading strategies of reading for meaning – "Does that make sense?"; reading for visual information - checking that what they see looks right by checking "Does that look right?" "Is the word I see, the word that came out of my mouth?" and reading for syntax and structure - does what I am reading sound right?"

Students will continue to read at home every night to complement their learning at school through the RAZ Kids app, Epic! and as well as reading books from the classroom as assigned by the classroom teacher. your family. The development of fluency and confidence is important and home reading is recommended for practicing fluent reading. Generally, home reading will be a little less challenging than the books

used for instruction by the classroom teacher during guided reading and individual reading conferences as part of the classroom literacy program. We encourage all families to join their local library and make visiting and borrowing books a regular occurrence. You can also download the app 'borrowbox', which allows you to borrow digital books from your library for free – all you need is a library card!

In the area of Speaking and Listening, students are given opportunities to build upon their skills through a variety of formal and informal situations. "Presentations" are a part of our daily program, where children can share experiences and understandings about the current Inquiry, as well as bring artefacts share with the group. Teachers will also provide the children with a range of opportunities to think and speak about their learning experiences, through sharing reflections which is an important part of each learning session throughout the day.

NUMERACY

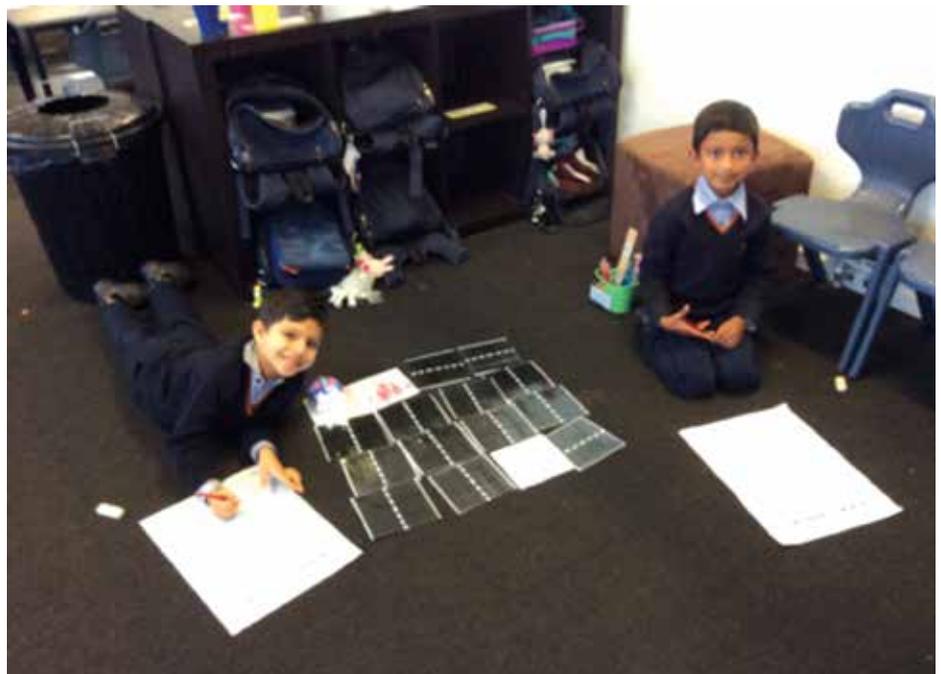
In the area of Numeracy, the students will continue to develop their fluency in counting numbers in sequences in Number and Algebra and continue to develop mental strategies including doubles, near doubles, fact families and friends to ten. We will then focus on

multiplication problems using a range of materials to introduce the associated language such as arrays, rows of, groups of, total and equals. Students will recognize that multiplication is the process of counting equal groups and learn to interpret the language of multiplication as it occurs in story problems.

Students will then revisit Money and Financial Matters, recognizing and describing and ordering Australian coins according to their value. Students will understand that the value of Australian coins is not related to size. Students will build on their knowledge of addition and subtraction to problem solve, using money and learn about the history of Australian currency.

In the area of Measurement (Measurement and Geometry) our students will be investigating and using the language of location by describing and following directions within the school environment, such as 'between', 'next to', 'forwards', 'towards' and interpret simple maps to identify key features.

Measurement will be addressed through length and mass as the students measure, compare and order objects using uniform informal units. Students will use the mathematical language of length for example: 'longer than', 'shorter than', and the language



of mass, for example: 'heavier than', 'lighter than', 'same as', to describe the difference between objects and when justifying the ordering of objects due to length or mass.

Towards the end of the term we will be revising key concepts such as place value, partitioning of numbers, addition and subtraction, mental strategies, telling time to the half and quarter hour and describing duration of events using months, weeks, days and hours.

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DIGITAL TECHNOLOGIES AND ROBOTICS

In Digital Technologies the Year One students will continue to be exposed to Blue-Bots and use them during Literacy and Numeracy to support student learning.

Students will continue to use these robots when following, describing and representing sequences of steps (making an algorithm) needed to solve simple problems and further their skills and knowledge of Digital Technologies. Students from Year One will continue to use the Blue-Bots to explore location and directional language, while using a range of materials, such as paddle pop sticks, to create roads and mazes for Blue-Bot to follow, and large scale printed maps to help Blue-Bot go from point A to point B.

Students will then create stories using their knowledge of sequencing events and describe the 'Blue-Bots' journey. Through the use of the iPad application 'Blue-Bot', students will be assisted when completing challenges, problem solving and extending their understanding of how their iPad supports their learning.

Information and Communication Technology (ICT) is being integrated into all areas of the curriculum. Students are using a variety of iPad applications to complement their Literacy and

Numeracy learning. The applications used as part of their daily learning in the classroom and at home include 'Epic!', 'Literacy Planet', 'PicCollage', 'Showbie', 'Seasaw' and RazKids. In Numeracy, students will continue to use a range of applications including 'Mathletics' to work on individual Numeracy goals. We would like to invite all parents to view and explore these applications with their child. In addition to this, students will use a range of applications as part of their daily learning in the classroom and at home.



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 celebrate Book Day by choosing a book for each year level, focusing on the illustrations and the effect that artwork has on telling the story. Grade 1 students will be inspired by the book, 'How to Catch a Star' by Oliver Jeffers.

Students will understand how a range of mixed media can be used to create an effective rocket. And will understand layering and collage techniques in order to complete a version of the front cover of the book.

In doing so students will build upon their art skills by using a range of materials that they will need to select and make choices about, whilst forming the correct shapes in their work.

To demonstrate their understanding of how authors, use Illustrations to help create a narrative in picture story books, student will interpret their understanding of the story through their final artwork.

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to 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.

Miss. O'Toole, Miss Hendry, Miss Cicivelli

PHYSICAL EDUCATION

At Level 1, students continue to engage in a variety of physical activities on their own and with their peers, with and without equipment, and in a range of environments (indoor, outdoor and aquatic). They continue to develop basic motor skills such as running, hopping and jumping, and begin to develop motor skills such as catching, underarm throwing, balancing and rolling through a range of activities. Students also explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed.

Term 3 will commence with a Perceptual Motor Program unit (PMP). This program assists the development of the child and their relationship with their peers and the surrounding environment. It aids concentration and reasoning and gives a sound basis for future formal learning. PMP enhances brain development by stimulating the five senses through movement.

The key areas of development through PMP are:

Gross motor skills

The acquisition of large scale movements eg: walking, running, jumping, skipping, climbing and moving in and out of positions.

Fine motor skills

The acquisition of small scale movements eg: performing building tasks, isolating various fingers, using tools, copying precise actions without overflow (accompanying large scale movements)

Crossing the midline of the body (laterality)

Children who fail to develop this skill are at risk of changing hands at the midline when performing tasks involving movement on a horizontal plane. Eyes must also learn to track across the body midline to avoid potential difficulties with reading.

Balance

Closely associated with the development of gross motor skills.

Body and space awareness

This usually develops from head to toe and from the centre outwards. Spatial concepts such as behind, between backwards, forwards and up/down are also practiced.

Visual and spatial skills

Students are helped to track objects in all directions, match shapes and copy patterns.

Rhythm sequence, memory and listening

Activities such as clapping to rhythms, fast vs slow movements, counting claps, steps, jumps etc.

Students will participate in a range of activities throughout the unit focusing on the aforementioned skills.

Students will then move onto an Athletics unit in preparation for the Prep to Grade Four Athletics Carnival that will be held at the end of Term 3. During this unit students will participate in a range of activities such as; 100m sprints, egg and spoon races, relay races, hurdles and many more. Students will be encouraged to display risk taker qualities and engage in conversations about healthy choices and the changes their bodies are going through. Students will also focus on emotions and how their emotional responses impact on other feelings.

Throughout every PE lesson, students are encouraged to display the PYP Learner Profile 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

SPECIALIST SUBJECTS

CHINESE-MANDARIN

At Level One, students will participate in class routines, structured conversations and activities using teacher-modelled tones and rhythm. They will be able to copy Chinese characters through images and identify common Chinese characters and words in Pinyin via contextual cues. Students will understand that Chinese sentences have a particular order. They will respond to short predictable imaginative and informative texts, expressing simple likes and dislikes.

In Term Three, students will be inquiring into the words for Fruits (水果) in Chinese, as part of the Transdisciplinary Theme 'Sharing the planet'. They will be introduced to the following fruits, which they may have during snack, these include strawberry (草莓), pineapple (菠萝), orange (橙子), pear (梨), apple (苹果), grape (葡萄), banana (香蕉), watermelon (西瓜) and cherry (樱桃). Students will know how to name these fruits in Chinese and understand the two key sentence patterns (我爱吃。。。; 我不爱吃。。。) when describing fruits in Chinese. Finally, they will apply their knowledge to create a mini poster about their favourite fruit and write down the two key sentence patterns in Chinese.

Throughout this Term, students will practise their comprehension skills in this topic, such as speaking, reading, listening and writing. They will recognise the fruits in Chinese through visual and non-linguistic cues. Students will participate in class discussions, group activities and individual learning tasks to further enhance their overall skills. In addition to this, Chinese readings from the Epic App will be embedded to extend students' communication and thinking skills.

Students are encouraged to inquire, think, reflect, communicate, and cooperate. In class, the activities will reflect on the attributes of Learner Profile. The PYP attitudes of confidence, commitment, creativity, curiosity, enthusiasm and independence are incorporated in teaching and learning.

LOTE Team

DRAMA

In Grade 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. During 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, students will be inquiring into Celebrations through theatre. Researching different celebrations held around the world, and how Performing Arts is used in them, students will begin exploring cultural celebrations on the stage. Working collaboratively, each student will create and present their own unique performance based on a celebration 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. Moran

MUSIC

At Level One, students will develop their ability to communicate with voice and instruments during a 13-week program. In Music, students will learn the importance of music in our lives with our Unit "Why Music Matters".

Through pitched and non-pitched instruments, movement, games, singing, and rhythmic exploration, students at Level One will develop their own innate musical talents in a way that is immediately successful and rewarding. To build a sense of belonging, students will collaborate together with movement using ribbons and scarves. Rhythmic skills and co-ordination will be taught as they participate in parachute movement activities and fun games.

melody can be used to express thoughts and feelings. Throughout the program, they will collaboratively sing songs in different languages with clear diction, pitch and rhythm. They will also learn how to sing "In The Jungle" with percussion instruments and xylophones. With the use of the Primary Years Program Attitudes, students will learn how to manage impulsivity, and use a growth mindset to achieve personal goals in Music.

Mrs. King

FOOD TECHNOLOGY

Central idea: Human health depends on the choices we make

Lines of Inquiry: The differences between pre-packaged/processed food and homemade options

During this term in Food Technology, The Grade 1/2 students will be inquiring into food packaging and what the list of ingredients actually translates to. This will help develop their awareness of what is and is not healthy to consume. Students will be encouraged to take responsibility for their choices in a healthy balanced diet. They will use ICT throughout the term by creating a presentation on Explain Everything that demonstrates their understanding of pre-packaged/processed foods vs home-made foods.

We will look into some additives and delve into the hidden 'sugars' in processed food. During every session the students will be required to bring along their iPad as they will be recording their learning each week using Explain Everything and reflecting using Seesaw. These applications allow students greater freedom in how they express themselves and demonstrate their understanding. For example, students can use voice recording, movies, photos and screen pointers to make their presentation more engaging.

I strongly encourage students to practice their skills at home, so wherever you can give your child the opportunity to assist in the kitchen. But most importantly ensure that they also clean up afterwards. I encourage experimentation as it helps develop creativity.

Mrs. Sylaidos