



## YEAR 1 CURRICULUM OVERVIEW TERM 2 2018

Dear Parents/Guardians,

The Year One Team has commenced the term with enthusiasm and with many exciting plans for our next two Units of Inquiry. We would like to welcome our new families to Alamanda College and, in particular, our new students to the Year One Mini-School.

The students have returned from the holidays with a better understanding of the classroom learning environment and, after a term in Year One the students have quickly settled back into their school routines. The students are setting Individual Learning Goals and will be supported in achieving their goals. Students are further developing their thinking skills and

understandings in Literacy and Numeracy, with an emphasis on developing a deeper understanding of the Primary Years Program (PYP) through the Units of Inquiry.

Term Two requires students to wear the full winter school uniform or sports uniform on Physical Education days. This term will include an excursion to the Melbourne Eureka Skydeck and several 'hands-on' tasks giving students many opportunities to link students understanding to the Unit of Inquiry, 'How the World Works' and the Central Idea 'Properties of materials influence the way they are used.' This term will also see students given the opportunity to participate in a two-week Physical Education Swimming Program.

within the classroom. Students will share their understanding of the Unit of Inquiry, through the summative task, creating a scientific report and building a structure to support their hypothesis materials, using their understanding of how to choose an appropriate material depending on the structure being built.

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 reading, writing and numeracy.

### IMPORTANT DATES

#### Eureka Skydeck Excursion

7th May- One F&G

8th May- One J&K

10th May- One H&E

14th May- One B&A

15th May- One L&I

16th May- One C&D

17th May- One M&N

#### Report Writing Day/Curriculum Day

24th May

#### Swimming

28th May - 8th June

#### Queen's Birthday

11th June

#### Three Way Conferences

25th - 28th June

#### Last Day of Term 2

29th June

#### First Day of Term 3

16th July

### UNIT OF INQUIRY 2

The Year One students have begun their second Unit of Inquiry for 2018, exploring the Transdisciplinary Theme, 'How the World Works', through the Central Idea, 'Properties of materials influence the way they are used.' The Year One students are using the Key Concepts; Form (What is it like?), Function (How does it work?) and Causation (Why is it like it is?), as their guiding lens when asking questions about the Lines of Inquiry, 'Designing a science experiment, 'Materials and shapes we use influence structures (everyday use)' and 'Different materials and their properties'.

Through the Victorian Curriculum strand of Science, students have begun inquiring into the classification of a variety of materials based on their physical features, developing their understanding of both two-dimensional and three-dimensional shapes within buildings and structures, as well as considering the similarities and differences in structures around the world. Students will be inquiring into the features of a scientific report through procedural texts, including creating a hypothesis, testing and conducting an experiment using materials and tools

The Year One's will begin their third Unit of Inquiry for 2018 midway through Term Two, exploring the Transdisciplinary Theme, 'Where we are in Place and Time, through the Central Idea, 'Learning about previous generations helps us to understand the relationship between the past and present.' As the guiding lens, the Year One students will use the Key Concepts; Connection (How is it connected to other things?), Change (How is it changing?) and Connection (How is it connected to other things?) when considering the Lines of Inquiry; Ways to find out about the past, How aspects of the past still influence us today and Why some behaviours and practices have changed or remained the same over time.

With a focus on the Victorian Curriculum strand of History, students will be inquiring into their personal histories, family stories and culture, considering location and distance, as well as both the past and present and how these factors have shaped their family. Students will develop their understanding of past and present using timelines and creating a Family Tree. Students will develop their questioning and research skills, allowing them to understand the impact of past events.

### UNIT OF INQUIRY 3

The Year One students will be driving their learning through reading, writing and numeracy.

### INQUIRING INTO LANGUAGE

Students will be exposed to a variety of procedural texts during reading and writing tasks, having strong links to our second Unit of Inquiry. Students will engage in regular reading, through a variety of different experiences, such as Guided, Independent and Shared Reading. During our second Unit of Inquiry, students will be exposed to the comprehension strategy of Questioning, where they will need to apply their knowledge and ask questions before, during and after reading. The Writing focus for our second Unit of Inquiry, will be centred around the text types of procedural texts and will build on their knowledge that a procedural text explains the process of how to do something. Students will be able to re-write, test and make their own procedures during this Unit of Inquiry. Students will develop their understanding of adjectives, verbs and proper nouns within a text.

During our third Unit of Inquiry, in reading they will also be developing their understanding of Summarising. Students will know how and why it is important to summarise a text and be exposed to the 5 w's (Who?, What?, Where?, When? and Why?) to assist students when summarising a text. In writing, students will be writing personal narratives about their families' history and how it has changed over time.

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. 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. 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.

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 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

During our second Unit of Inquiry, students will explore the areas of; addition, length, capacity, mass and shape.

When studying addition, students will continue to develop their understanding and confidence when using problem solving strategies, such as counting on, solving a similar equation, renaming and partitioning. They will be supported when using these strategies to answer simple addition problems, worded maths problems and authentic real-world problems. Students will continue to practise and improve their speed and accuracy when exploring counting patterns, such as 2's, 3's, 5's and 10's.

Throughout the Unit of Inquiry there will be an investigation into how and why certain 'shapes influence structures'. During this investigation, students will be encouraged to recognise and classify familiar two-dimensional shapes and three-dimensional objects taking into consideration obvious features, such as faces, edges and vertices as well as identifying where familiar three-dimensional objects occur or are used in everyday life.

Students will be given opportunities to explore different types of measurement, such as length, capacity and mass and will begin using uniform informal units of measurement as well as formal units, such as millimetres (mm), centimetres (cm) and meters (m) when studying length, millilitres (ml), litres (l) when studying capacity and grams (g) and kilograms (kg) when studying mass. Students will be supported when using formal measuring tools

such as rulers, tape measures, trundle wheels, measuring cups and spoons, and balancing and kitchen scales.

During our third Unit of Inquiry, students will explore the areas of; subtraction, time and location.

When studying subtraction, students will continue to explore counting patterns, focusing on counting backwards to understand the function of subtracting. Students will solve a variety of subtraction problems, such as simple subtraction equations, worded maths problems and number sentences. Students will be given opportunities to apply their knowledge of subtraction strategies, including but not limited to, counting backwards, using number lines, skip counting, rounding down to the nearest ten and using mental computation.

When studying time, students will be encouraged to identify the parts of a clock and describe when certain events occur throughout the day. They will be given the opportunity to use both analogue and digital clocks when showing different times throughout the day. They will be given the chance to read and make a variety of times including but not limited to half past, quarter past and quarter to the hour.

When inquiring into location, students will use directional language, such as left, right, forwards and backwards to describe how to get to a location. They will be given the opportunity to view and explore the features of maps and begin looking at coordinates.

### 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 Mathletics 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 to record their daily learning and Epic! to research the Unit of Inquiry and for reading tasks.

If you have any questions or concerns, please do not hesitate to meet with your classroom teacher or the Year One Assistant Principal.

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**

## PE.

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.

To begin the term, students from grade one will participate in a 4 week Underarm catching and throwing unit, with a heavy focus on the coordination and timing of the movement. Also, how it differs from the overarm throw that they had previously learned, and the situations where we would use this newly found skill.

In the following 4 weeks, students will be completing a unit on Dance. The focus of this unit will be on how we reflect, extend on and enjoy our creativity. Students will learn about the difference between structured and unstructured dance, followed by the characteristics of a 'movement sequence'. Students will then employ this knowledge into the creation of a short movement sequence, where in small groups, they design, collaborate and reflect on their learning experiences.

We finish the final 3 weeks of term with an introduction to Basketball, with an emphasis on the coordinated movements required to dribble the basketball successfully. We also introduce some of the basic rules of the game of Basketball.

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**

## 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 our natural world inspires artists to create art in unique ways. The Grade 1 students have been investigating the famous art practice of artist Gustav Klimt and one of his most renowned paintings, The Tree of Life. Grade 1 students will explore how artists are influenced by nature and how artists such as Klimt interpret nature in bold and abstract ways. To demonstrate their understanding, students will create their own Tree of life artwork by producing both a mixed media painting and sculpture, which channel Klimt's interest in colour, movement and pattern.

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.

**Ms. Ciciveli, Ms. Davey and Ms. Mitchell**

## LANGUAGES

At Level One, students are engaged in a range of activities designed to further develop their Chinese language skills and their understanding of Chinese culture. They are working towards using spoken Chinese to participate in structured and routine interactions, using the four tones as best they can. Students are developing the ability to match characters to the meanings and sounds of familiar words, and share information about familiar objects using cues and learnt words, following explicit models to communicate.

In Term Two of Languages, students will inquire into the topic of 'Seasons and Weather', building on their existing knowledge and transferring it into a Chinese context. They will be introduced to how to name the four seasons in Chinese and share their ideas about each season. They will create a seasons flip book to show their knowledge. As collaborative learners, they will work with each other to identify activities, clothing, and

weather appropriate for each season and sequence them accordingly. Students will also learn how to name the common weather patterns that they may see or experience. They will create a weather window to identify different types of weather, and interact with each other using spoken Chinese to find out the daily weather. Students will be immersed in videos to help engage them in the unit and allow them chances to practise and hone their confidence in speaking. As internationally minded learners, students will investigate and discuss the weather patterns in Australia versus China and other parts of the world, and work cooperatively to create a weather report.

During Language classes, students are provided with tasks that will challenge them to develop and increase their confidence, and other positive approaches to learning. Activities encourage students to inquire, think critically, reflect, communicate, and cooperate. They are supported to be risk-takers, and activities allow opportunities for individual personal connections to be made. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are embedded in teaching and learning.

**Ms. Wen, Ms. Zhang, Ms. Su**

### DIGITAL TECHNOLOGIES

At foundation - two level, students engage in digital technologies. Digital technologies involve developing an understanding of the underpinnings of Information and Communication Technology (ICT) and how ICT actually works. It is engaging, encourages creativity, promotes problem solving, and develops solution minded thinking. The digital technologies strand complements learning in Unit of Inquiry, Language and Mathematics, allowing for students to extend thinking, develop conceptual understandings and consolidate knowledge.

In grade one, students will inquire into digital technologies through the use of BlueBots. They will investigate how to program BlueBot using directional coding using arrows to represent the direction. Further to this, students will begin to use their iPads to control the BlueBot via Bluetooth. Scenarios will be explored, linking to the Unit of Inquiry, to allow for students to showcase their understanding and thinking of both digital technologies

and our Unit of Inquiry. Students will begin to unpack key digital technology vocabulary and strengthen their problem-solving skills and ability to work cooperatively.

### 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 major focus for the year will revolve around celebratory songs, how music is used at special occasions and how it adds emotional value to the occasion. We will look into how people use music to acknowledge and celebrate the event by researching songs specific to the focus before they practise and rehearse these songs.

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.

**Mr. Joveski**

### 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**

### 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.

**Ms. Sylaidos**