



## YEAR 1 CURRICULUM OVERVIEW TERM 3 2018

### UNIT OF INQUIRY 5

The Year One Students have begun their fifth Unit of Inquiry for 2018, exploring the Transdisciplinary Theme, 'How We Organise Ourselves', through the Central Idea, 'People work together to produce and process the foods we eat'. The Year One Students are looking at the Unit of Inquiry through the Key Concepts, Connection, Responsibility and Change, as their guiding lens when asking questions about the Lines of Inquiry, 'different processes foods go through', 'distribution and transport of food' and 'how people select foods they consume'.

Students have begun using provocations, such as short clips, photos and Visible Thinking Tools, to develop their understanding of the Unit of Inquiry. The Year One Students are considering where food comes from. They will be identifying what processes different foods go through and considering how people choose the food they eat.

Through the Victorian Curriculum strand of Science, students will be looking at chemical science 'How everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes.'

Under Ethical Capabilities, students will be considering what a good choice is and thinking about the food they consume. They will be encouraged to make balanced choices around the food they choose to consume taking into consideration location, money, environment and health.

Under Geography, students will be looking at places and their features, in particular where food comes from and where is food grown. This will be done at a local and world scale, they will be able to show the connection and importance of where food is produced, processed and sourced.

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

### AN INQUIRY 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 Visible Thinking tools to assist them with the skills of predicting, visualising, questioning and summarising. This will be carried out through various literature such as shared big books, picture storybooks and visual displays. Students will be looking into Australian authors when exploring our Unit of Inquiry through the Transdisciplinary Theme 'How We Organize Ourselves'.

In writing, the Unit of Inquiry strongly aligns with explanation texts where they will have to explain the different processes foods we consume go through. Students will focus on building their vocabulary, looking at the structure of explanation texts and be able to explain the different stages. As a summative assessment, students will be using their prior knowledge to evaluate an existing system and devise a new environmentally efficient system. They need to consider food decisions made at home and the school

## IMPORTANT DATES

**Friday 21st September**  
Last day of Term 3

**Monday, 8th September**  
First day of Term 4





canteen and identify ways to improve food choices that limit processing and are better for the environment. They can do this by explanation text, flow chart or by writing a persuasive letter to persuade others of their opinion.

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.

Shared and Guided 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. Teachers will work one-on-one with students to establish reading goals for them to practise both within the classroom and at home.

Students will be given opportunities to build upon their speaking and listening skills through a variety of formal and informal situations. During reading and writing tasks students will be asked to share their work and reflect on their learning. 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 spelling strategies such as 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.

### AN INQUIRY INTO MATHEMATICS

This term we will continue inquiring into a range of mathematical concepts derived from the Victorian Curriculum and linked to our fifth Unit of Inquiry. Students will inquire into the following areas in mathematics such as; number and algebra (number facts and division), location, area and money. These mathematical concepts are being linked to the Unit of Inquiry by students exploring and investigating allowing students to connect and build on their knowledge through a transdisciplinary approach. Students are continuing to set personalised goals with their teachers using the Alamanda Numeracy Continuum in conjunction with the Victorian Curriculum.

During our fifth Unit of Inquiry, students will be investigating number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. They will work towards recognising, modelling, representing and ordering numbers to at least 1000 in hundreds, tens and ones. By

providing multiple exposures, students will be able to extend their understanding and engage in creating a range of authentic open-ended problems.

When studying Division, students will continue to develop their understanding of dividing by solving authentic real world problems. Students will apply their prior knowledge of problem solving strategies, such as make a number sentence, draw a picture and act it out to find out how many will be shared between groups. Students will be supported with the use of concrete manipulative objects to support their thinking and to identify any number that are left over and to understand that they are categorised as the remained. They will examine the inverse relationship between multiplication and division when counting forwards and backwards to check their calculations. Students will make groups of, use arrays, skip counting, number lines, and work backwards using their knowledge of multiplication, to assist with displaying the answer to a range of division problems.

When exploring Location, students will use directional language, such as 'forwards', 'backwards', 'behind', 'next to', 'above', 'below', 'under', 'left' and 'right' and to describe routes and the correctly identify the position of objects. Students will interpret simple and grid maps of familiar locations and identify the relative positions of key features and show position and pathways.

When studying Money, students will learn how to recognise, order and count Australian coins and notes according to their value. Students will be encouraged to calculate change from simple financial transactions and to examine the financial and environmental cost associated with using reusable resources.

## 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, students are inquiring into how illustrations are used to communicate different perspectives in picture story books. Specifically, Grade 1 students will be using the story “A River by Marc Martin” as their mentor text to guide this inquiry. Students will be engaged in a range of mini lessons designed to scaffold students in different mediums of Art. For example, students will have the opportunity to explore and experiment with a range of printmaking materials, watercolour paints, and collage. To demonstrate their understanding of the text, students will be re-creating a page from the story, utilizing their new knowledge of Art materials and 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.

To begin the term, students from grade one will participate in a 2-week unit on vertical jumping and skipping. The focus will be on the coordinated movement required to skip a jump rope, and the timing of the movement. This goes hand-in-hand with our partnership with Jump rope for Heart, that we will be focusing with later on in the term.

In the following 4 weeks, students will be completing a unit on Soccer- and the skill

of kicking. The focus of this unit will be on learning the gross motor movement required to kick a ball. Students will work individually, in groups and as an entire class through set activities based around kicking and dribbling a ball with their feet. This will be coupled with modified games that incorporate basic rule systems from the game of Soccer.

We finish the final 4 weeks of term with a unit on teamwork and cooperation, in this time we will be focusing on what it means to be a good team member and a solid communicator. With fun, inclusive games that promote positive communication with class members, students are required to share ideas, while accepting feedback from others. They also are required to use strategy and teamwork to complete the tasks that are set in front of them.

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.



## LANGUAGE

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 Three of Language, Grade One students will focus on the topic of Pet Animals. They will be learning to express what pet animal they have, or would like to have, in Mandarin. Students will be introduced to the two measure words of 只 and 条 that will assist them in making sentences, and will be engaged in a variety of activities to consolidate their understanding of which measure word is used for each animal.

Students will be asked to demonstrate their writing and creativity skills through activities such as playdough, tangrams, drawing, matching and tracing. Their understanding of the key sentence structure will be measured through unjumble activities. The final task that students will be engaging in is creating a pet using paper cups and coloured paper, showcasing the pet they want. To promote further engagement in the topic, students will have opportunities to share the pet they created on Seesaw and recorded their voice to explain what pet they “have” in Chinese.

In all activities, students are encouraged to inquire, think, communicate, be open-minded, take risks, and reflect on their Chinese learning. The activities are designed to reflect and encourage all of the learner profiles. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are embedded in teaching and learning.

## MUSIC

Students in Year 1J, 1K, 1L, 1M, 1N 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 practice 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.

## DRAMA

In Grades 1A, 1B, 1C, 1D, and 1E, 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 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.

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## FOOD TECHNOLOGY

Grade 1G, H and I  
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.