



TERM 2 IMPORTANT DATES

29 May - 9 June
Year 1 Swimming

12th June
Queen's birthday
(Public Holiday)

26th-28th June
Student-led Conferences
(Bookings via Compass)

30th June
Last day of Term Two

17th July
Term 3 commences

The Year One Team

1A – **Danielle 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 – **Afrodity Petkovski**,
Unit Coordinator
1L – **Jessica Bennett**

Literacy Support, trained Reading Recovery Teacher – **Patricia Sinclair**
Acting Leading Teacher – **Tegan Ma**
Assistant Principal, **Helen Welsh**

YEAR 1 CURRICULUM OVERVIEW TERM 2 2017

Dear Parents/Guardians,

The Year One Team has commenced the term enthusiastically, with many exciting plans for the next two Units of Inquiry. We would like to welcome our new families to Alamanda 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 are now living their class Essential Agreements with renewed energy and a focus on their learning. The children will be supported to achieve their individual learning goals and further their thinking, skills and understandings in Literacy and Numeracy. Our emphasis will also centre on developing a deeper understanding of the Primary Years Program (PYP) through the Units of Inquiry.

INQUIRY-BASED LEARNING

INQUIRY TWO

This term, the Year One students will explore two more Inquiry units. The first Unit of Inquiry for Term 2 is from the transdisciplinary theme 'Sharing the Planet' and the students will explore this Inquiry through the central idea 'Water is essential to life and is a limited resource for many people'.

The key concepts of:

- Form – What is it like?
- Causation – Why is it like it is?
- Responsibility – What is our responsibility?

Are linked through the Lines of Inquiry

- People access water around the world differently
- Water is used in different ways
- Water resources are not evenly distributed throughout the world

The students will make water filters and explore the transdisciplinary theme in a local and global context. The exploration of the Waves4Water Project will provoke the students

thinking, create connections and facilitate deeper understandings of the central idea. Student wonderings will also be explored and perspectives will be shared. The Learner Profile attributes of being Open-minded and Knowledgeable will be emphasised during this Inquiry and the Attitudes of Empathy, Respect and Tolerance will be promoted.

INQUIRY THREE

The second Unit of Inquiry during Term 2 will explore the central idea - '**Migration is determined by needs and wants**', through the **Transdisciplinary Theme: Where we are in place and time**. This inquiry will be conducted through the lens of the following key concepts:

- Perspective: what are the points of view?
- Causation: why is it like it is?
- Connection: how is it connected to other things?

This inquiry will use the following lines to guide deeper thinking:



- There are reasons why migration occurs dependent upon needs and wants (Causation)
- People come to Australia for various reasons (Perspective)
- The personal impact of migration (Connection)

This Unit of Inquiry will commence with a provocation such as: Why does migration occur? The students will be encouraged to share and research their wonderings and clarify understandings. The teacher might use the following question as an opportunity to reflect on the students' understanding of the central idea: How does migration affect people?

The **Learner Profile** attributes of being *Open-minded* and a *Risk-Taker* will be emphasized during this Inquiry and the *Attitudes of Independence, Enthusiasm* and *Tolerance* will be promoted as actions are observed and rewarded, through discussion and feedback.

LITERACY

In **Literacy**, teachers and students will continue to use the **First Steps Literacy Continua** and **Victorian Curriculum** as resources to plan, cater for different abilities, establish personal learning goals and be used to track and assess individual students. The First Steps literacy continuum relate to the areas of reading, writing, spelling and oral

language (Speaking and Listening). The teachers and students will be working together to set personalised learning goals using the First Steps continuum. Students will work on their own goals, and teachers will provide students with varied opportunities to discuss their goals and their progress during individual conferencing and small group work. Some students are able to talk about what they know and can do. It is our aim that all students will become familiar with using continuums to discuss their learning when reading and writing, and use the continua to set future goals by the end of the term.

During the first 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 written, in order to persuade effectively. The students will inquire into certain text features such as emotive language, repetition and strong verbs. They will construct texts that incorporate supporting images and recreate texts imaginatively using drawing, writing, performance and digital forms of communication.

The **Writing** focus linked to our third Inquiry is the text type - Narratives - 'writing to describe and inform'. The children will also explore personal memoirs: that is 'a reflection of a memorable experience or person'.

Students will read, discuss and craft memoirs, and will explore the features of a memoir, such as writing in first person; adding similes and adjectives for detail; writing from your own point of view and using sentence leads to engage the reader. The students will explore the language of first person writing and how a character's perspective shapes their behaviour.

During **Reading** lessons, the teachers will focus on the comprehension strategy of *Visualising*. Being able to create mental images about a story assists the student to remember pertinent details, relate the idea to their own experiences, clarify and deepen their understanding of the storyline.

The second emphasis will focus on the comprehension strategy *Inferring*. Vocabulary knowledge is strongly related to reading comprehension. The very act of reading provides children with a context for learning new words. When readers encounter unknown words, their greatest tool for inferring meaning is found in the text that surrounds that unknown word. Teachers will provide opportunities for students to discuss and experiment with words in order to deepen comprehension. They will work on identifying the main ideas in a story and supplying supporting information. Teachers will provide the students with experiences with quality mentor texts, movies and pictures that will scaffold the students to identify and explain the main idea in a text.

Proficient readers ask questions before, during and after they read, and use those questions to clarify meaning and predict or infer. Some answers can be found in the text, while others have to be inferred by using our prior knowledge.

The text type emphasis for the term will be on reading **persuasive texts**, and understanding the specific text features.

Students will continuously focus upon building the reading strategies as they learn to *read 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?”

Books used during small group guided reading sessions and during individual reading conferences provide more challenges and opportunities for teaching as part of the classroom literacy program.

The students’ knowledge of ‘how words work’ will continue to be developed as they refine their understandings of the following spelling strategies:

- **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 curriculum – during and including reading, writing and 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 and formation in class and some students may continue to practise 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, allows students to focus more of their attention on the quality of what they are writing.

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 in artefacts to share with the group. Teachers will also provide the children with a range of opportunities to think and

share about their learning experiences. Sharing reflections on learning is also an important part of each learning session throughout the day.

At **home** students will be encouraged to continue to read every night to complement their learning at school, through use of the RAZ Kids and Epic! applications on their iPads. Some students may be given teacher selected specific books for reading at home. Reading at home provides the practise that developing readers need to ensure fluent, confident reading.

NUMERACY

In the area of **Numeracy**, the first focus in **Number and Algebra** will be on **Addition** and **Subtraction**. Students will represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. They will also continue to develop a range of mental strategies including

doubles, near doubles, fact families and friends to ten. Confidence with number sequences to and from 100 (and beyond) from various starting points will continue to be developed using number lines, number grids and concrete materials.

Students will also explore Fractions. They will recognise, describe and interpret common uses of halves and quarters of shapes, objects and collections.

In the area of **Measurement and Geometry**, the students will explore the language and understandings of Location and Transformation. The students will use vocabulary such as – forward, under, clockwise, anticlockwise and take turns to give and follow directions to and from familiar places within the school playground. They will also be working on interpreting simple maps of familiar locations. Measurement will also be addressed through **Capacity**, as the students measure, compare and order



the capacities of pairs of objects using uniform informal units. Students will use the mathematical language 'holds more', 'holds less', 'holds the same' to describe the difference between objects and when justifying the order of objects as they explore Capacity.

The students will continue to work with **Time** by comparing and ordering days of the week, months of the year, including discussing the seasons of the year. They will use the vocabulary of time – e.g. before, after, now, day, night, yesterday, tomorrow, today – linking to everyday situations.

ITC

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.

Students are using a range of apps to share their learning and will be introduced to 'Showbie' and 'Seesaw'. They are also beginning to use Seesaw to collaborate, as well as for homework. In Numeracy, 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, such as Epic!, Literacy Planet and RazKids as part of their daily learning in the classroom and at home.

If you have any questions or concerns, please meet with your child's classroom teacher or Assistant Principal. We look forward to working in partnership with you to share your child's learning progress.

ART

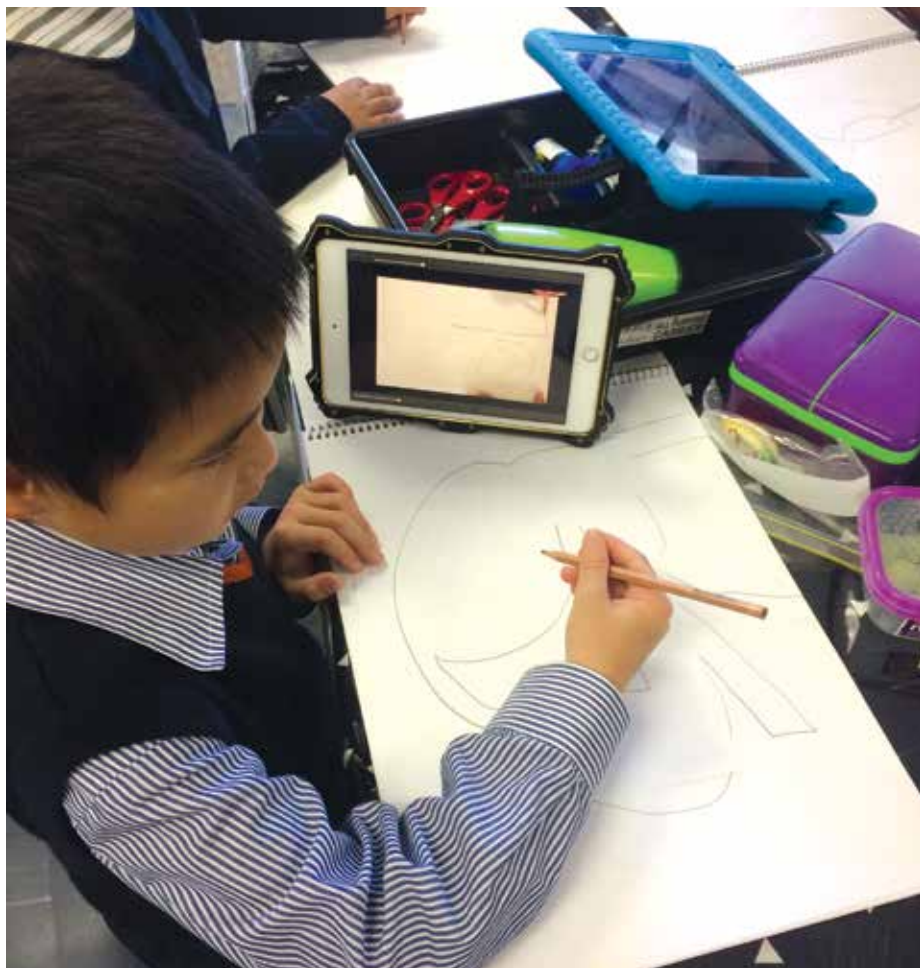
At Level 1, students create visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms.

This Term in Art, Grade One students will be learning about the amazing work of Claude Monet. Students will know of Monet's famous 'Waterlilies' paintings, and understand how artists everywhere are inspired by the natural world around them. Our inquiry this Term is based around the central idea, 'Through the arts, artists use different forms of expression to convey their uniqueness as human beings.' Students will be invited to share how they are unique as human beings, and relate it back to the central idea.

To demonstrate their understanding of the topic, students will be engaged in learning activities to develop their Arts knowledge and vocabulary. Their final piece of Art will be a painting inspired by Claude Monet's Waterlilies painting using their acquired knowledge of watercolour painting skills.

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 One, 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 begin to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, and kicking, through a range of activities. Students also explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed.

Students will begin Term One participating in a range of PE familiarisation activities, including tag games, grouping activities and counting games. Through these activities students will focus on accurately following teacher instructions, working within varying size play spaces and controlling their ability to move within large and small spaces. Thereafter, students will recap a range of fundamental motor skills, beginning with a focus on the loco-motor skills such as running, skipping, hopping and jumping. Students will focus on improving their techniques and movement efficiency of these skills.

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 bring a hat and 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

Miss Danni Livori, Miss Jamie Plumb and Mr Daniel Grey

CHINESE-MANDARIN

In Term Two of LOTE, Grade One students will be conducting an inquiry into the cultural topic of the Chinese Zodiac 十二生肖. Students will be read the legend of The Great Race, and through this story, be introduced to the animals of the Chinese Zodiac and the order that they appear in. They will acquire some knowledge about the characteristics that are associated with the Zodiac animal of 2017 (the rooster) and the Zodiac animal of their own birth year (Tiger or Rabbit). They will create a short poem describing themselves using the characteristics related to their own animal.

Students will practise writing Chinese characters and pinyin for each animal. The final task for this topic will be for students to identify their own Chinese Zodiac animal, and illustrate a Zodiac wheel to demonstrate their understanding of the unit. Through a range of classroom games and activities, students will practise their reading, writing, listening, and speaking skills and consolidate their understanding of the Zodiac animals.

Students will be further encouraged to incorporate their prior knowledge of Chinese learning when speaking. When being introduced to the cultural topic of the Dragon Boat Festival, students will also be asked to discuss the different ways that they celebrate important festivals in their own culture. They will be given opportunities to participate in whole class and group activities and games, practise appropriate actions to accompany vocabulary and customs. Students will also work independently to inquire, think, communicate, reflect, and cooperate.

Students will be given activities that are designed to help them develop attributes of the learner profiles and PYP attitudes.

LOTE Team

Miss Wen Men Li, Miss Tiffany Zhang and Miss Rida Su



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 Sean 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.

Students will understand how rhythm and 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 prepackaged/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 prepackaged/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