



YEAR 1 CURRICULUM OVERVIEW

TERM 1 2019

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 2019 year confidently at Alamanda College. We welcome our new families to Alamanda College, and have seen all our students show curiosity and enthusiasm, as they explore their new environment and make new friends, both within their classrooms and on the playground.

The Year One students have continued to build on their understanding of the Primary Years Programme during the first few weeks of the Year, building their understanding of how they learn best. 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 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 Year One students have continued

on with their work from Transition Day in 2018, demonstrating curiosity to create wonderings and ask questions to drive their learning, allowing students the opportunity for student voice and agency within their own learning.

UNIT OF INQUIRY 1: WHO WE ARE

The Year One's have begun their first Unit of Inquiry for 2019, 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 Ones 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 around the Lines of Inquiry, 'Physical, social and emotional characteristics', 'Similarities and differences between ourselves and others' and 'Personal learning, 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. The Year One's first Unit of Inquiry will foster curiosity, through provocations, the development of student wonderings and encouraging students to develop a variety of research strategies to find information about areas of interest.

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

INQUIRING INTO LANGUAGE

The Year One students will be exposed to a variety of poems and personal narrative texts during reading and writing tasks, with strong links to the Unit of Inquiry. Through

shared big books, picture storybooks, poetry and visual displays, developing an enduring understanding that character traits, including interests and abilities, can inform and guide our learning.

The Year One students will read a variety of big books, picture story books and use visual provocations to explore the Unit of Inquiry, through the Transdisciplinary Theme 'Who We Are'. 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 students' ability to read independently, with understanding 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 the first Unit of Inquiry will be centred around the text types of Personal Narratives and Poetry, and will be integrated within our Unit of Inquiry. During the first Unit of Inquiry, students will be exposed to many texts, including an Author Study on Allison Lester, where they will consider the features and purpose of a personal narrative. Students will be given

the opportunity to draft, edit and publish their own personal narratives, considering how their interests and abilities impact the outcome of their personal narrative. Students will develop their understanding of adjectives, verbs, nouns and emotive language 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 develop 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

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 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. 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 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. Students will measure and compare the length of objects and the height of themselves and their classmates, using both uniform informal units and familiar metric units, such as centimetres.

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. Students Prep PM eReaders account will also be available until the end of Term One. 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 See-saw to record their daily learning and Epic! to research the Unit of Inquiry and for reading tasks.

Homework

In Year One students will receive homework tasks on a fortnightly basis. In line with research into effectiveness of homework, tasks will involve practising skills that have been explored in class, and will not require students to complete tasks or work that is unfamiliar. The homework may include Language, Mathematics and tasks related to the Unit of Inquiry currently being studied and will vary as the year progresses.

Homework in Year One will be sent out on a Tuesday, and is due the following Thursday

(to give you a 9 night turn around) and allow all families time to work on the tasks, along with giving teachers sufficient time to mark homework before it is sent out again.

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 ' Learning A-Z' and Epic! Applications, some students will also take home teacher selected texts.
- 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. There will also be writing and/or handwriting tasks to allow your child to practise their writing skills at home. Please take note of the handwriting guide at the front of the homework book to ensure consistency from school to home.

'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 student's homework pencil case and the application, 'SeeSaw' to communicate homework details and provide a snapshot of the student's classroom activities. We suggest homework for children in Year One should not exceed on average 20 minutes a day.

If you have any questions or concerns, please do not hesitate to meet with your child's 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:

- 1A – Mr. Erik Stewart, Acting Leading Teacher/ Community Liaison
- 1B – Miss. Tania Lythgo
- 1C – Mr. Brad Smith
- 1D – Mrs. Van Der Linden
- 1E – Miss. Lauren Houareau
- 1F – Miss. Danielle Vagg
- 1G – Miss. Ruth Moore
- 1H – Miss. Aimee Smart, Acting Learning Specialist
- 1I – Miss. Sarah Dalton
- 1J – Miss. Georgia Skeen
- 1K – Miss. Jessica Bennett
- 1L – Mrs. Lisa Calus
- 1M- Miss. Cassey Robinson
- 1N- Mrs. Tegan Ma, Acting Leading Teacher
- Literacy Support – Mrs. Patricia Sinclair
- Literacy Support – Mrs. Jackie McGuinness
- Educational Support – Madeline and Jay
- Assistant Principal- Mrs. Helen Welsh

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 inquiring into Japanese artist Yayoi Kusama. Students will be looking at her famous pumpkin paintings, through which they will be identifying the Art Elements of Line, Shape and Colour. Students will be involved in individual and small group collaborative activities to build on their technical art skills, as well as responding to Art and learning to use the Visual Arts vocabulary. To demonstrate their understanding, students will create their own Kusama inspired painting. Students will have the opportunity to choose their own direction for their art work and express their personal art style.

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.

PHYSICAL EDUCATION

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 Run and Spatial Awareness. The focus will be on the coordinated movement required to run in small spaces and also understanding the perception and placement in relation to things around us.

In the following 2 weeks, students from grade one will participate in a 2-week unit on skipping. The focus will be on the coordinated movement required to skip, and the timing of the movement. This goes hand-in-hand with the jump rope for heart that is occurring later in the year.

In the final 4 weeks of term, students will participate in a perceptual motor program unit. There will be a strong focus on developing their fine and gross motor skills in improving their neurological and anatomical ability to reach competency in all fundamental motor skills. Students will participate in range of different skill acquisition including basic movement, throwing, catching, balancing, and rhythm activities. Students will have the opportunity to approach this unit with an open mind as they aim to find their identity and social interaction with their peers and conduct themselves in a principled manner.

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 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 and 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.

FOOD TECHNOLOGY

During Food Technology this term, students in Grade 1 will be learning about safety in the kitchen. They will commence with knife skills, practicing the claw and bridge grips with butter knives. Students will constantly engage in the importance of being hygienic around food as they practice cleaning up their work stations and washing their hands. They will explore flavours from different parts of the world, as we explore ‘Street Food’ from different cultures. Students will also be celebrating the Chinese culture. In term 1, they will recreate food that is traditionally prepared during the Chinese New Year as they welcome in The Year of the Pig. As students explore different cuisines they will continue to develop skills like folding, cutting, mixing and many more. Additionally, students will learn and understand basic first aid.

Students will inquire into environmental sustainability, by considering the effects or impact our food choices have on the environment. For instance, buying fresh local fruit and vegetables to reduce the environmental impact of transporting imported foods.

Throughout every Food Tech 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 maintaining the safe and orderly working environment. We encourage all students to be risk-takers and

open-minded by trying new or unusual foods, inquirers and effective communicators by asking lots of questions, caring and reflective during Food Tech. However, students also learn about dietary requirements as they become more knowledgeable about food allergies and cultural or religious dietary needs.

Students will have an opportunity to design their own recipe after several weeks of exploring tastes from different cultures. In designing their recipe, students will be guided by their teacher as they consider the environmental impact in their design. They will use their newly gained knowledge of the different flavour combinations and design a recipe.

Students will have many opportunities to work collaboratively and use/stay safe around the different technologies in the kitchen, knives, ovens, frying pans, stove tops, chopping boards, toasters, and other utensils as the term progresses.

ROBOTICS

At the Grade One Level, students develop 21st century skills and knowledge. They will be introduced to the concept of coding through applied robotics and hands on learning. The foundation is laid for students to become competent thinkers and confident problem solvers

Students will learn the fundamentals of coding and robotics. Students will learn how to run simple programs using block coding.

Throughout the program, students will be exposed to a variety of cutting edge robotic devices and coding applications. Lessons will encourage active learning through creative problem-solving tasks. Room will be allowed for students to explore and to develop their curiosity and questioning skills. They will learn how to solve problems both systematically and creatively, and be involved in a balance of co-operative and independent learning experiences.

Students will be supported to take risks in their inquiries, and learning, by persisting with challenges and trying new things. Students will learn how to take responsibility for their learning via regular involvement in reflection, to actively determine their next learning steps.