



YEAR 1 CURRICULUM OVERVIEW TERM 2 2019

Dear Parents/Guardians,

The Year One Team has commenced the new 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 Language and Mathematics, 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 several 'hands-on' tasks, including attending a Woodwork session with Mr. Hick, where they will discover many different types of wood and their uses. This will give students many opportunities to link their understanding to the Unit of Inquiry, 'How the World Works' and the Central Idea 'Properties of materials influence the way they are used.' Towards the end of Term Two, students will also be attending the Life Education Van, where they will investigate how to solve problems, how to develop and maintain friendships and recognising safe and unsafe environments, through the program, 'Safety Rules'.

UNIT OF INQUIRY 2

The Year One students have begun their second Unit of Inquiry for 2019, 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 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 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. They will use their understanding of how to choose an appropriate material depending on the structure being built.

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

INQUIRING INTO LANGUAGE

Students will be exposed to a variety of non-fiction and fiction texts during reading and writing tasks, with strong links to the Unit of Inquiry. Students will develop their understanding of the comprehension strategy 'questioning' which will assist them to gain a deeper understanding of texts.

The Year One students will read a variety of big books, picture story books and visual provocations when exploring our Unit of Inquiry through the Transdisciplinary Theme 'How the World Works'.

Students will focus on questioning before, during and after reading through verbal and written response. 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.

IMPORTANT DATES

Life Ed Van

16th May - 23th May

Whole School Curriculum Day

24th May

Public Holiday (Queen's Birthday)

Monday 10th June

Semester One reports available

Friday 21st June

Student led conferences

Week 10

Last Day of Term

Friday 28th June



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 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. The Writing focus for this Unit of Inquiry will be centred around the text types of Procedural Writing and will be integrated within our Unit of Inquiry. Students will be exposed to a number of different procedural texts such as recipes and science experiments.

Students will consider the features of procedural writing (Title/Goal/Purpose, Materials, Instruction/ Steps). Students will be given many opportunities to create different structures using a range of materials. They will be given the opportunity to record and inform others how to create the same structure. Students will continue to develop their understanding of adjectives and verbs which will assist them writing a range of procedures.

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 by sight. 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 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 the measurement of length. Students will begin using uniform informal units of measurement as well as formal units, such as millimetres (mm), centimetres (cm) and metres (m). Students will be supported when using formal measuring tools such as rulers, tape measures and trundle wheels.

UNIT OF INQUIRY 3

The Year One's will begin their third Unit of Inquiry for 2019 towards the end of Term Two, exploring the Transdisciplinary Theme, 'Where we are in Place and Time, through the Central Idea, 'Understanding how technology has changed everyday life, assists us to change in the future.' As the guiding lens, the Year One students will use the Key Concepts; Change (How is it changing?), Perspective (What are the points of view?) and Function (How does it work?), when considering the Lines of Inquiry; 'The types of technology that have changed over time', 'The need for change in technology in the past and future', and 'The benefits and disadvantages of changes in technology'.

With a focus on the Victorian Curriculum strand of History, students will be inquiring into technology in the past and the changes it has gone through, developing an understanding of what drove the need for change. Students will be given the opportunity to consider the benefits and disadvantages of technological changes and will use their imagination to predict and design future technologies. Students will develop their understanding of past, present and future using timelines and their developing understanding of the duration of time. Students will develop their questioning and research skills, allowing them to understand the impact of past inventions and technological advances.

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

INQUIRING INTO LANGUAGE

Students will develop their understanding of the comprehension strategy 'summarising' which will assist them to gain a deeper understanding of texts and allow them to recall important information and details of a text. The Year One students will read a variety of big books, picture story books and visual provocations when exploring our Unit of Inquiry through the Transdisciplinary Theme 'Where We Are in Place and Time'. Students will be exposed to a variety of non-fiction texts, where students will have to summarise texts and consider what is important information. They will develop their understanding of effective note taking. When reading fiction texts students will use their knowledge of the 5w's to assist them to recall key ideas such as who, where, when, what and why.

The Writing focus links strongly with reading for this Unit of Inquiry and it will be centred around the text types of Information Texts. Students will be exposed to a number of information texts and gain an understanding that an Information Report informs the reader. They will consider the features of an Information Text (Title, classification, description and conclusion) and use their notes they have taken to assist them when writing an Information Text. Students will have the opportunity to write information texts about different technologies. They will also have the opportunity to design their own technology.

INQUIRING INTO MATHEMATICS

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

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. 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.

Students will describe duration using months, weeks, days and hours. To support our Unit of Inquiry, we will be inquiring into when technology was invented and what those changes have been over time. Students will be able to discuss and use language such as 'past', 'present' and 'future' and be able to represent their understanding using a timeline.

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 Language and Mathematics learning. They will use Language applications, such as Kids A-Z for take home reading and Primary Writer for publishing work. During Mathematics lessons the students will use a range of applications, including Mathletics to work on individual Math 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.



HOMEWORK

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 One students to utilise the wide range of resources available via technology.

- Each child can now access levelled books on their iPad through the Kids A-Z. 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 reading record book in which you are encouraged to record a reflection with your child about their reading.

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.

Students will continue to receive their homework tasks, in their take home pencil case, which students are given two weeks to complete. We will use the 'SeeSaw' application to communicate homework details and provide snapshots of the student's classroom activities.

The "Curriculum Overview for Term Two" provides more detail about the Year One classroom program. We expect children to practise reading every day, and to spread other tasks across the week. We suggest homework for children in Year 1 should not exceed on average 20 minutes a day.

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 channels 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

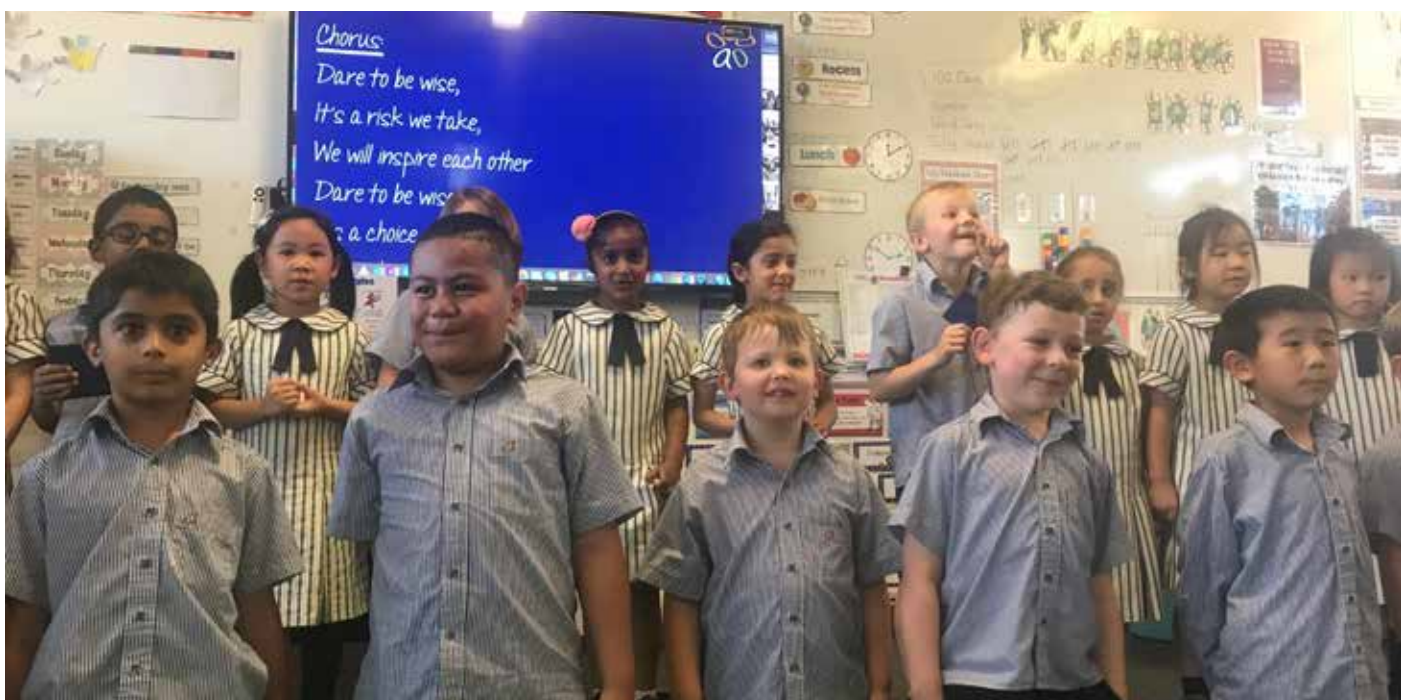
children to be inquirers, knowledgeable, thinkers, communicators, principled, openminded, caring, risk-takers, balanced and reflective.

MUSIC

Students in Year One 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. They will also look at composing in a group and at developing their skills on the ukulele, keyboard and xylophone. During the term Music Program they will also rehearse and perform songs that communicate themes and particular emotions 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 understanding how technology has changed everyday life and assists us to change in the future. They will spend time looking at how music has evolved from the Classical and Jazz styles where acoustic instruments were more prominent and into the music of today and how technology has taken over the way instruments sound and are recorded.

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 information and open minded to the repertoire that they might not be familiar with.



LOTE

At Level One, 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, Grade One students will inquire into the topic of "Food". They will be introduced to how to name the common food in Chinese, such as apples 苹果; strawberries 草莓; bananas 香蕉; watermelon 西瓜; pineapple 菠萝; burger 汉堡包; salad 沙拉; pizza 比萨饼, etc. Students will gain an understanding of 'loan words', and that Chinese words can sometimes bear similarities to their English pronunciation. They will engage in activities that encourage them to practise writing the different food items in Chinese, and to verbally introduce the preferences of food using the key sentence pattern to express likes (喜欢) and dislikes (不喜欢). Students will participate in language games and activities designed to assist them to learn to read, write, pronounce, and understand the vocabulary, such as packing a picnic basket using supermarket catalogues, creating food out of playdough, interviewing their classmates, and interactive quizzes.

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.

FOOD TECH

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 Prep Level, students gain the foundation skills needed to become digitally literate citizens and 21st century learners. 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 that a robot is a mechanical device that can be programmed to follow a set of instructions. They will learn how to code and run simple programs with the robots, using coding commands represented as buttons, sounds and images.

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 learning by persisting with challenges and trying new things. Students will learn how to take responsibility for their learning. They will do so via regular involvement in reflection, to actively determine their next learning steps, and by communicating where they need support or extension.

PHYSICAL EDUCATION

At Level 1, students build on the learning from Foundation Level as they make decisions to enhance their health, safety and participation in physical activity. The curriculum 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. Students 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.

In Term 2 of Physical Education, Grade 1 students will develop their coordination through a series of throwing and catching activities. Students will be thinkers as they refine the correct technique when performing the underarm and overarm throw as well as the catch. Students are encouraged to be knowledgeable and caring as they share their knowledge to assist others in performing these skills. Thereafter, students will participate in a three week dance unit. Students are encouraged to be risk takers by stepping outside of their comfort zone, dancing and having fun in a safe, fun and respectful environment. Students creativity will be on display as they develop and share their own dance moves with the group, while exploring the physical and social benefits of dance. Finally, term 2 will conclude with a unit on basketball, focusing on the skill of the bounce. Students will be knowledgeable as they apply their dribbling skills across a series of activities. Students will develop game sense and strategy as they maintain control and possession of the ball under opposition pressure.

At Alamanda College, we aim for maximum participation in Physical Education and ask for students to bring a drink bottle to all lessons. Students are also encouraged to label all clothing and equipment with their names to prevent these items becoming lost. If your child cannot participate in a particular lesson, then please send them to their Physical Education teacher with a signed note outlining the reason for their non-participation.

Thank you,
Physical Education Team