**English**

**Reading:**
- Daily modelled, shared, guided & independent reading.
- Focus on comprehension skills and decoding strategies.
- Reading groups to commence later in the term.
- Daily reading at home to start in week 3.

**Phonics/Speaking:**
- Revise single sounds, introduce digraphs and blends.
- Blend and segment sounds to form words.
- Continue to learn and recall sight words.

**Grammar:**
- Revise the use of capital letters and full stops.
- Revise concepts of print.

**Handwriting:**
- Develop and use correct pencil grip and posture for handwriting.
- Focus on letters using a downstroke movement & clockwise movement.

**Writing:**
- Copy sentences.
- Write and complete sentences on a given topic.
- Story writing.

**Literature:**
- Picture Books

**Language:**
- Using language to communicate, ask questions, express ideas and listen to others.

**Mathematics**

<table>
<thead>
<tr>
<th>Students will:</th>
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<tbody>
<tr>
<td>Rote count forwards to 100</td>
</tr>
<tr>
<td>Skip count forwards by ten to 100</td>
</tr>
<tr>
<td>Use ordinal number names</td>
</tr>
<tr>
<td>Represent numbers from 10 to 19</td>
</tr>
<tr>
<td>Order numbers from 1 to 19</td>
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<tr>
<td>Represent two-digit numbers</td>
</tr>
<tr>
<td>Identify a teen number as having a group of ten ones and some extra ones</td>
</tr>
<tr>
<td>Identify a two-digit number as having a quantity of tens and a quantity of ones</td>
</tr>
<tr>
<td>Subitize quantities</td>
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<tr>
<td>Add one-digit numbers</td>
</tr>
<tr>
<td>Write addition sentences</td>
</tr>
<tr>
<td>Identify and represent coins</td>
</tr>
<tr>
<td>Identify times on the hour using analog clocks</td>
</tr>
<tr>
<td>Describe duration using months, weeks and days</td>
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<tr>
<td>Identify and order seasons</td>
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<tr>
<td>Identify days and dates using a calendar</td>
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<tr>
<td>Identify and turn left and right</td>
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<tr>
<td>Represent, interpret and follow instructions to move between locations</td>
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**Specialist Lessons**

**LOTE:** 日本語: We are learning about colours in Term 1 and will be learning how to describe things, ie. Kimono wa akai desu. きもの は あかい です。The kimono is red. We learn about the Spring Festival and make a Japanese fan (uchiwa).

**Music:** In term 1, Year 1 students will practice the Beat. They will experience playing and writing rhythm patterns as “taa and “ti-ti.”

**Handwriting:**
- Using language to communicate, ask questions, express ideas and listen to others.

**Teaching and Learning Overview**

**Year One: Term 1, 2017**

**St Kieran's Primary School**

**Library:** 1 Gold: Tuesday; 11.15am – 11.45am
1 Blue: Tuesday; 12.45pm – 1.15pm

**H.P.E.:** 1 Gold: Monday; 12.35pm – 1.15pm
1 Blue: Monday; 8.30am – 9.10am

**Music:** 1 Gold: Monday; 11.15am – 11.55am
1 Blue: Monday; 11.55am – 12.35pm

**L.O.T.E.:** 1 Gold: Monday; 11.55am – 12.35pm
1 Blue: Monday; 12.35pm – 1.15pm

**Science: ‘Schoolyard Safari’**

The world is teaming with animal life. Even the most unexpected places can host a diverse range of creatures. As humans, we share our wonderful planet with many other animals. Taking the time to really look at another species can provide a window into the similarities and differences among living beings, and can help us to appreciate how we are all part of a single, gloriously complex ecological system.

The Schoolyard Safari unit is an ideal way to link science and literacy in the classroom. By observing the features and behaviour of small animals, students glimpse the diversity of animal life. Students observe the external features of small animals leading to a better understanding of how their features help them survive in their habitats. Through investigations, students learn how animals move, feed and protect themselves. They explore and compare the habitats of different animals.

**Religion:**

**What is so special about Jesus?**

By the end of this unit, students:
- Make connections to personal experience when explaining ways of living in accordance with God’s plan for creation: that people live safely and happily in community and in a loving relationship with God with a responsibility to respect the dignity and natural rights of all people.
- Identify the nature of Jesus’ mission and ministry.
- Identify some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.
- Describe some aspects of Jewish daily life at the time of Jesus.
TECHNOLOGY: Year 1 students will be creating a habitat for a chosen animal by using the iPad to draw, label and explain. My Story will be used to present their learning.

HEALTH: ‘A Little Independence’
In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences and recognise how diversity contributes to identities.

GEOGRAPHY: ‘How do people use places?’
In this unit, students will investigate the inquiry questions identified from the Australian Curriculum: Geography:
- What are the different features of places?
- How can we care for places?
- How can spaces within a place be rearranged to suit different purposes?

In this unit, students:
- Draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops.
- Understand that the features of places can be natural, for example, a beach; managed, for example, a farm; or constructed, for example, a building.
- Record geographical information to identify and describe the natural, constructed and managed features of places.
- Identify how places can change and how they can be cared for.
- Observe spaces within the school that are arranged for different activities or purposes.
- Represent and label a pictorial map and describe using the language of direction and location.
- Respond to questions about the organisation of spaces, including why they are used for particular purposes.