



**TEACHING AND LEARNING OVERVIEW**

**YEAR 1, TERM 3, 2018**

**ST KIERAN'S PRIMARY SCHOOL**

<b>MATHEMATICS</b>	<b>ENGLISH</b>	<b>RELIGION</b> <i>'How can we be created in the image of God?'</i>
<p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>• Tell time to the half-hour</li> <li>• Describe duration using months, weeks, days and hours</li> <li>• Give and follow directions to familiar locations</li> <li>• Recognise and describe one-half as one of two equal parts of a whole</li> <li>• Identify outcomes of familiar events involving chance</li> </ul> <p>Our model of teaching Mathematics includes:</p> <ul style="list-style-type: none"> <li>• Providing students with an opportunity to use concrete materials to manipulate numbers and deepen their understanding of all mathematical concepts in a variety of ways</li> <li>• Practising the skills necessary to consolidate learning</li> <li>• Posing high impact inquiry questions that allow students to develop their problem-solving strategies to solve real life problems</li> </ul>	<p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>• Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)</li> <li>• Discuss features of characters and explore some features of characters in different texts</li> <li>• Read decodable and predictable texts using developing phrasing, fluency and monitoring meaning by re-reading</li> <li>• Create short imaginative texts with sentence-level grammar, word choice, spelling, punctuation, illustrations and diagrams</li> <li>• Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation</li> <li>• Write using unjoined lower case and upper case letters</li> </ul> <p>We will be writing descriptions with a focus on what skills students have to choose appropriate spelling as well as letter formation and beginning of self-editing skills.</p> <p>We use rich texts in class to engage students with all reading and writing skills, including (but not limited to) – high frequency words, spelling patterns, comprehension and retell skills.</p>	<p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>• By the end these learning experiences, students:</li> <li>• 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 loving relationship with God,</li> <li>• Relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities.</li> </ul>

<p style="text-align: center;"><b>HASS</b></p> <p style="text-align: center;"><i>‘How my world is different from the past and can change in the future.’</i></p>	<p style="text-align: center;"><b>SPECIALIST TEACHERS</b></p>	<p style="text-align: center;"><b>SCIENCE</b></p> <p style="text-align: center;"><i>‘Up, Down all Around’</i></p>
<p><b>Students learn about seasons and weather including those of European, Aboriginal and Torre Strait Islander.</b></p> <p>Learning intentions -</p> <ul style="list-style-type: none"> <li>• Students understand what weather is and ways it is measured.</li> <li>• Students experience recording the daily weather.</li> <li>• Students can recall and define key weather words.</li> <li>• Students can state the four seasons and lists activities to do with each.</li> <li>• Students analyse the weather in each of the seasons.</li> <li>• Students review the causes of seasons and examine how this causes different seasons in other places</li> <li>• Students compare Aboriginal seasons to European seasons and can identify that these are based on different environmental events.</li> <li>• Students compare Torre Strait Islander seasons to European seasons and can identify that these are based on wind directions.</li> <li>• Students understand that particular events happen in different seasons</li> <li>• Students display their understanding of seasons and weather.</li> </ul> <p style="text-align: center;"><b>• HEALTH</b></p> <ul style="list-style-type: none"> <li>• <i>‘By learning how their brain responds to stress and practising strategies for quieting their minds, children become better at self-regulating, increase their capacity for absorbing information and improve their relationship skills.’</i></li> <li>• <b>Learning Intentions:</b></li> </ul>	<p style="text-align: center;"><b>Music: Mrs Joy Dawson</b></p> <p>Children are learning to write, say and play “Taa” and “Ti-Ti” and have been introduced to “sah”(rhythm patterns). Students will learn to identify which rhythm to write and how each of them sounds. Students will continue practising the beat and singing in tune.</p> <p style="text-align: center;"><b>Media Arts: Mrs Leesa Keaton</b></p> <p>In Media Arts this term, Year One students will respond to the Book Week book The Great Rabbit Chase by writing a short review on the and creating a photo montage of the rabbit’s escape journey. <i>Use media technologies to capture and edit images, sounds and text for a purpose.</i> (ACAMAM055)</p> <p style="text-align: center;"><b>PE: Mrs Alanna Shepherd</b></p> <p>This term in Physical Education, students will practice and refine loco-motor and object control skills (catching, throwing, kicking and striking) to participate in modified ball games. They will apply rules fairly and scoring systems when participating in modified game play.</p> <p style="text-align: center;"><b>Japanese (LOTE): Mrs Georgette Harrison</b></p> <p>日本語 : Students learn how to name and talk about pets in Term 3. We will learn "Mary-san no Hitsuji", play Duck, Duck, Goose in Japanese, and read Japanese stories about pets. ペット を 飼っ て いますか。</p> <p style="text-align: center;"><b>Dance: Mrs Caroline Lewis</b></p> <p>This term during our drama lessons, students will be using voice and actions to exhibit meaning while entertaining an audience. They will also be learning to use dance as a theatrical form of communication. This will culminate in a Christmas nativity at the end of term 4. Students will be</p>	<p><i>Look out your window and you will see a constantly changing world. The Sun rises and sets and the sky reflects many different hues over a day. The landscape, everything we know about the environment began by observing it. Environmental modelling, space exploration and city planning all rely on careful observations of the land and sky.</i></p> <p><i>The <b>Up, down and all around</b> unit provides opportunities for students to explore natural, made and managed features that undergo change. Through outdoor observations and photographic records, students investigate the daily, weekly and seasonal changes in their local environment.</i></p>

<ul style="list-style-type: none"><li>• Identify and practise emotional responses that account for own and others' feelings</li><li>• Examine health messages and how they relate to health decisions and behaviours</li><li>• Recognise own emotions and demonstrating positive ways to react in different situations</li><li>• Identify the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses</li></ul>	taking part in auditions and then rehearsing in order to refine the performance.	
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