



TEACHING AND LEARNING OVERVIEW
YEAR 1, TERM 1, 2019
ST KIERAN'S PRIMARY SCHOOL

<p style="text-align: center;">ENGLISH</p> <p>English is broken into receptive and productive language modes. Throughout the term we will cover both areas daily. In receptive language students will:</p> <ul style="list-style-type: none"> • Further develop phonological awareness with a focus on ending consonants which double such as f, l, s and z, as well as beginning blends cl, fl, br, ch, dr, st, fl and cr. • Practice using reading strategies, continue learning high frequency words and begin expanding upon comprehension skills. <p>In productive language students will:</p> <ul style="list-style-type: none"> • Have opportunities to practice oral language skills using imagination, creation and exploration. • Write short texts using punctuation and sentence structure. <p>In English we use a rich range of interesting texts and interrelate our focus areas. Real life experiences are an important part of this learning.</p>	<p style="text-align: center;">MATHEMATICS</p> <ul style="list-style-type: none"> • Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line. • Count collections to 100 by partitioning numbers using place value. • Represent and solve simple addition problems using a range of strategies. • Tell time to the half-hour. • Describe duration using months, weeks, days and hours. • Measure and compare the lengths and capacities of pairs of objects using uniform informal units. <p>Our model of teaching Mathematics includes:</p> <ul style="list-style-type: none"> • Providing students with an opportunity to use concrete materials to manipulate numbers and deepen their understanding of all mathematical concepts. • Posing high impact inquiry questions that allow students to develop their problem-solving strategies to solve real life problems. 	<p style="text-align: center;">RELIGION</p> <p style="text-align: center;"><i>'Jesus called the people'</i></p> <p>Throughout this unit the students will explore who Jesus' friends were. They will investigate how life in Jesus' time is different to now. The students will understand that different groups of people worship in different places. By the end these learning experiences, students will:</p> <ul style="list-style-type: none"> • Know that Jesus always said 'yes' to God. • Understand that Jesus grew up as a fisherman to God, casting his net from an early age. • Know that many people in the Bible (the disciples, Mary, Joseph and Elizabeth) all said 'yes' to Jesus. • Understand that stories in the bible were written by different authors who wrote from different perspectives.
<p style="text-align: center;">SPECIALIST SUBJECTS</p> <p>Digital Technologies: Mrs Leesa Keaton Year 1 students will be creating a habitat of a chosen animal by using the Ipad to draw, label and explain. My Story will be used to present the learning. Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)</p> <p>Music: Miss Georgia Mannell This term, year 1 students will be developing their head voice for singing, while learning the difference between beat and rhythm</p>	<p style="text-align: center;">SPECIALIST SUBJECTS</p> <p>PE/Dance/Drama: Mrs Alanna Shepherd This term in Physical Education, students will practice and refine loco-motor and object control skills (catching, throwing and bouncing) to participate in modified ball games. They will apply rules fairly and scoring systems when participating in modified game play. The students will also participate in a variety of tagging games which incorporate fundamental movement skills. They will explore the concepts of space awareness, evading and the different roles they can play in game situations. Students will demonstrate ways to work positively with a partner and in teams. Students will also prepare for the 2019 Cross Country Carnival.</p>	<p style="text-align: center;">SCIENCE - <i>'Living Adventure'</i></p> <p>Throughout this unit students will investigate how features of animals help them survive in their habitats. They will explore how animals move, feed and protect themselves. By the end these learning experiences, students will:</p> <ul style="list-style-type: none"> • Describe the external features of an animal and how an external feature help's meet an animal's needs. • Identify a habitat and describe how the needs of a living thing are met in a habitat.

through movement and symbols. Students will have the ability to experiment with different sounds through body and normal percussion. Relevant Terms: Tempo, beat, rhythm, dynamics, echo.

Japanese (LOTE): Mrs Georgette Harrison

色 : Students will be learning how to describe things using colours in Term 1. We also

focus on writing as we start learning about the 3 Japanese scripts, Kanji, Katakana and Hiragana.

漢字、カタカナ、ひらがな ですね！

HEALTH – ‘Safety in the local community’

Students will explore how they can be safe within their environment.

- Demonstrate how to make an emergency phone call.
- Discuss how they can travel to and from school safely.
- Identify what is in a First Aid Kit.
- Identify how to be sun safe.
- Identify the five food groups and describe ‘healthy’ and ‘unhealthy’ foods.

- Demonstrate the different between a ‘healthy’ and ‘unhealthy’ habitat.
- Create a diorama of a living thing in a healthy habitat where all its needs are being met.
- Discuss what my living thing is and what needs are being met in the habitat to the class.