



TEACHING AND LEARNING OVERVIEW

YEAR 1, TERM 2, 2018

ST KIERAN'S PRIMARY SCHOOL

MATHEMATICS	ENGLISH	RELIGION <i>'How can the Sacraments help us know what God is like?'</i>
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Recognise, model, read, write and order numbers. • Develop confidence with number sequences. • Skip counting by 2s, 5s and 10s • Locate numbers on a number line. • Describe 2D shapes and 3D objects. • Collect data using simple questions and draw simple data displays. <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 in a variety of ways • Practising the skills necessary to consolidate learning • Posing high impact inquiry questions that allow students to develop their problem-solving strategies to solve real life problems 	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Make connections to personal experience when explaining characters and main events in short texts. • Read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. • When reading, they use knowledge of the relationship between sounds and letters, high-frequency words • They recall key ideas and recognise literal and implied meaning in texts. • They listen to others when taking part in conversations. • They create texts that show understanding of the connection between writing and images. • They use capital letters and full stops when writing. • They accurately spell high-frequency words and words with regular spelling patterns <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>Learning Intentions:</p> <p><i>By the end these learning experiences, students:</i></p> <ul style="list-style-type: none"> • Understand that the Sacraments are sacred actions of the Church, • Identify that God is present in the celebration of the Sacraments of Baptism and Eucharist, • Recognise the words, actions and symbols of the Sacraments of Baptism and Eucharist, • Develop an understanding of how the words, actions and symbols show that God is present and active in the world today. <p><i>By the end of Year 1, 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 loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose. They relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities. They identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action.</i></p> <p><i>Students identify the nature of Jesus' mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus. They describe some aspects of Jewish daily life at the time of Jesus. They recognise some ways in which believers past and present honour Mary, Mother of Jesus, including</i></p>

		<p><i>praying the Hail Mary. They recognise the significance of prayer in Jesus' life and in the life of believers and participate with respect in a variety of personal and communal prayer experiences, including meditative prayer, Grace and the Hail Mary.</i></p>
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<p style="text-align: center;">HASS</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;">SPECIALIST TEACHERS</p>	<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;"><i>‘Spot the Difference’</i></p>
<p>In this unit of work, students will discuss places that hold significance for them, their family and their local community. Students will also develop an awareness of places that significance for other people in the community and why this is so. In particular, students will discuss places of significance in the local area and across Australia to the Aboriginal community and the reasons behind this. This unit will focus on developing student’s historical skills through the use of sources and their understanding of Aboriginal and Torres Strait Islander history and culture (cross-curricular priority).</p> <p><i>By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of the places differently and describe how places can be cared for.</i></p> <p><i>Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.</i></p> <p style="text-align: center;">HEALTH</p> <p style="text-align: center;"><i>‘My brain and my body work together to keep me healthy and happy’.</i></p> <p>In Term 2, Students will investigate how their brains process information and react to situations. They will learn how they</p>	<p style="text-align: center;">Music: Mrs Joy Dawson</p> <p>Year 1- In term 2, students will be learning to write, say and play “Taa” and “Ti-Ti” (rhythm patterns). Students we be still practising the “Beat” and singing in tune.</p> <p style="text-align: center;">Digital Technologies: Mrs Leesa Keaton</p> <p>Year One students will be linking in with their HASS and comparing and contrasting the differences in time which will be displayed in an e-book using Book Creator. Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments. (ACTDIP006)</p> <p style="text-align: center;">PE: Mrs Alanna Shepherd</p> <p>This term in Physical Education, students will explore and develop the fundamental skills of running, jumping and throwing through participation in activities, games and movement challenges. They will discuss the body’s reaction when participating in a variety of different athletic events.</p> <p style="text-align: center;">Japanese (LOTE): Mrs Georgette Harrison</p> <p>日本語：In Term 2, students will move from learning about colours to learning to name parts of the body. We will learn to play Fukuwarai, a traditional game similar to pin the tail on the donkey, sing Heads, Shoulders, Knees and Toes in Japanese and create and describe our own Pokemon character. たのしそ う。</p> <p style="text-align: center;">Dance: Mrs Caroline Lewis</p> <p>In dance this term the students are creating jazz choreography that is then used as part of a class dance.</p>	<p>Changes are happening all around us. Chocolate melts in the sun, water evaporates from puddles and cement hardens in the open air. Predicting the changes that can happen to everyday materials is important in the understanding the best way to manage things such as food handling and cooking, construction and packaging.</p> <p><i>By the end of Year 1, students describe the objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.</i></p>

can react differently, helping their brain make wiser choices in their words and actions.

By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others' feelings. They examine messages related to health decisions and describe actions that help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Dance is an important part of the arts Curriculum that develops co-ordination and skills such as balance. During their dance lessons, which occur every three weeks, students will also develop their ability to collaborate as they will be working individually, in pairs and as a groups. They will refine and rehearse this dance which will be performed at the school fete.