



TEACHING AND LEARNING OVERVIEW

YEAR 1, TERM 4, 2018

ST KIERAN'S PRIMARY SCHOOL

MATHEMATICS	ENGLISH	RELIGION <i>'How do we remember the story of Mary?'</i>
<p>Learning Intentions: NUMBER AND ALGEBRA: Money and financial mathematics <i>Recognise, describe and order Australian coins according to their value (ACMNA017)</i></p> <ul style="list-style-type: none"> showing that coins are different in other countries by comparing Asian coins to Australian coins understanding that the value of Australian coins is not related to size describing the features of coins that make it possible to identify them <p>Patterns and algebra: Investigate and describe number patterns formed by skip-counting and patterns with objects (ACMNA018)</p> <ul style="list-style-type: none"> using place-value patterns beyond the tens to generalise the number sequence and predict the next number investigating patterns in the number system, such as the occurrence of a particular digit in the numbers to 100 <p>MEASUREMENT AND GEOMETRY: Using units of measurement <i>Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)</i></p> <ul style="list-style-type: none"> understanding that in order to compare objects, the unit of measurement must be the same size <p>Shape</p>	<p>Learning Intentions:</p> <ul style="list-style-type: none"> They listen to, create and perform sounds patterns using alliteration. They listen to and perform simple Haiku poems about familiar topics such as the seasons. They compare different kinds of images in narrative and information texts and discuss how they contribute to meaning. They 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"> Identify key events, places and characters in the stories of Jesus and Mary. Explore and record some aspects of Jewish life in the time of Jesus. Identify ways believers past and present have remembered the story of Mary. Communicate and understanding of the language, purpose and context of the Hail Mary. Participate with respect in a variety of personal and communal prayer experiences, including the Hail Mary.

Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)

- focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces'

STATISTICS AND PROBABILITY: Data representation and interpretation

Choose simple questions and gather responses and make simple inferences (ACMSP262)

- determining which questions will gather appropriate responses for a simple investigation

Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)

- understanding one-to-one correspondence
- describing displays by identifying categories with the greatest or least number of objects

Our model of teaching mathematics includes:

- 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 style="text-align: center;">HASS 'Families past and present'</p>	<p style="text-align: center;">SPECIALIST TEACHERS</p>	<p style="text-align: center;">SCIENCE 'Look! Listen!'</p>
<p>In this unit of work, students will explore differences in family structures and roles today, and how these have changed or remained the same over time. They will explore past, present and future. Students will explore dates and changes that may have personal significance such as birthdays, celebrations and seasons.</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 'Healthy body, healthy me'.</p> <p>Learning Intentions:</p> <ul style="list-style-type: none"> • Identify healthy food choices based on the five food groups • Examine different plants we eat and identify the parts of the plant that are edible. • Explore the Australian Guide to Healthy Eating • Identify foods according to the traffic light system • Consider health messages to make health related choices and describe actions to keep themselves and others healthy. 	<p style="text-align: center;">Music: Mrs Joy Dawson</p> <p>Year 1 Music- This term Year 1 will be looking at the Music Staff, line notes, high and low sounds.</p> <p style="text-align: center;">Media Arts: Mrs Leesa Keaton</p> <p>In Media Arts this term, Year One students will explore books, images and sounds about healthy eating and create a persuasive poster to display this learning. Explore ideas, characters, and settings in the community through stories in images, sound and text. (ACAMAM054)</p> <p style="text-align: center;">PE: Mrs Alanna Shepherd</p> <p>This term in Physical Education, students will continue to practise and refine loco-motor and object control skills to participate in modified Basketball games. They will test and solve movement challenges when balancing and participating in modified games using scooter boards.</p> <p style="text-align: center;">Japanese (LOTE): Mrs Georgette Harrison</p> <p>日本語 : Students will be describing pets and complete a "Pet Profile" about the pet of their choice. We will also be focusing on the first 5 lines of the hiragana alphabet, あいうえおかきくけこさしすせそたちつてとなにぬねの, and these Kanji 犬口目足.</p> <p style="text-align: center;">Dance: Mrs Caroline Lewis</p> <p>This term during our drama and dance lessons, students will be using voice and actions to exhibit meaning while entertaining an audience. They will also rehearsing and refining a performance. This will culminate in a Christmas nativity at the end of term 4.</p>	<p>Students will be given opportunities to investigate sources of light and sound, how they are produced and how light and sound travel. Student's understanding of the role of light and sound in our lives and our community will be developed through hands on activities. Through investigations, students will explore why we have two eyes instead of one.</p> <p><i>By the end of Year 1, students describe 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>