Term One Overview

Year One

2017

ENGLISH

READING

Language

Sound and Letter Knowledge
- Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends
- Understand the variability of sound-letter matches
- Manipulate sounds in spoken words including phoneme deletion and substitution

Expressing and Developing Ideas
- Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words

Literacy

Interpreting, Analysing, Evaluating
- Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading.
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features

WRITING

Literacy - Creating Texts
- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams.
- Reread student’s own texts and discuss possible changes to improve meaning, spelling and punctuation.
- Write using unjoined lower case and upper case letters.
- Construct texts that incorporate supporting images using software including word processing programs.
SPEAKING AND LISTENING

Language
Language for Interaction
- Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others.
- Understand that there are different ways of asking for information, making offers and giving commands.
- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions.

Literature
Responding to Literature
- Express preferences for specific texts and authors and listen to the opinions of others.
- Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences.

Literacy
Interacting with Others
- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions.
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace.

SPELLING/PHONICS

Each week the students will be re-introduced to a sound, letter name and its formation. The students will use this knowledge to enhance their ability to automatically have letter/sound recognition and to manipulate sounds. Our spelling program will continue to build upon children's recall of sight words and their use of these words in their daily reading and writing. This will include cvc words and digraphs, sh, th, wh, ch, qu and ck.

GRAMMAR

Nouns
- People, places and things

Adjective
- Describing nouns
- Compare and contrast patterns; degrees of comparison eg. Big, Bigger, Biggest

Verb
- Doing/action word

Punctuation
- Use upper and lower case appropriately
- Capital letters, full stop and question mark in sentence structure
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Mathematics

**NUMBER AND ALGEBRA**

Children will:
- Develop confidence with number sequences to and from 50 by ones from any starting point.
- Recognise, model, read, write and order numbers to at least 50.
- Locate these numbers on a number line.
- Count collections to 50 by partitioning numbers using place value.

**MEASUREMENT AND GEOMETRY**

- Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features.

Health

Resilience and Wellbeing

This unit provides the explicit teaching of personal and social capabilities that foster resilience and wellbeing among Year 1 students. The skills and attitudes to be explicitly taught are listed under the four elements below:
- Self-awareness
- Self-management
- Social awareness
- Social management

Children will be given many opportunities to rehearse these resilience and well-being skills. Practising the skills in a safe and supportive environment also increases the chances of these skills being used in student’s everyday life.

Religion

I am Special - Baptism

Loving Others - Jesus

A Special Holy Time - Lent/Easter
Science

This term we will be teaching the Year 1 students two Science units based on the Primary Connections Science programs.

Up, Down and All Around
This 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. These observations will be recorded and discussed throughout the year.

Look! Listen!
In this unit, students will investigate sources of light and sound, how they are produced and how light and sound travel. Students’ understanding of the role of light and sound in our lives and our community will be developed through hands-on activities. Through investigations, students explore why we have two eyes instead of one.

Design and Technologies

This term, children will be investigating sticks found in the school environment and share ideas about their possible uses. Children will then be guided through a planning and design process in order to turn their sticks into an item that can be used.

Students will develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps.

When producing designs, students will use components and equipment to safely make solutions. After design completion, students will express their personal preferences to evaluate the success of the design processes.