



Year 1 - 2024 Term 1 Overview

Welcome to the 2024 school year! This year will be an engaging and fun-filled year of learning opportunities.

The students will be involved in activities such as a hockey incursion, our annual pancake making on Shrove Tuesday, and Class Masses. This year, we are continuing with our cyber safety program, 'Inform and Empower Digital Safety and Wellbeing'. This digital safety and wellbeing program will include a live-streamed incursion each term. Follow-up lessons will occur throughout the term to support this important program and our students' learning.



Welcome to Year 1



The students will be further developing the many attributes that contribute to becoming successful lifelong learners. The Growth Mindset and the dispositions of the Habits of Mind, will be the frameworks used to promote deep thinking in a flexible, creative and critical manner. The Habits of Mind are an identified set of 16 problem solving, life related skills. This term, the students will be focusing on 'Managing Impulsivity' and 'Thinking About Your Thinking: Metacognition'. Learning tasks will also embed the '4 Cs of 21st century learning' - Critical thinking, Creativity, Collaboration and Communication.

The above approaches align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful'; the four Capabilities from the Victorian Curriculum of 'Critical and Creative Thinking', 'Intercultural', 'Ethical' and 'Personal and Social'; and complement the key principles of *The Resilience Project*, which are Gratitude, Empathy/Kindness and Mindfulness (GEM).

RELIGION

Daily prayer and regular Christian meditation are integral parts of our Religious Education program.

Choices

The students will grow in understanding that:

- God's people are called to love God and one another
- our choices and decisions can affect ourselves and our relationships with others.

Our Easter Journey

The students will grow in understanding that:

- during Lent and Easter we remember and commemorate Holy Week
- the Easter story helps us to better understand Jesus' love for us.



INTEGRATED TOPIC

All in This Together

The students will:

- understand that enacting our School Values promotes learning and positive relationships with others
- identify the benefits of being part of our class and school community
- recognise the importance of belonging to various groups, including our school and parish
- select and choose strategies that help keep us healthy and safe.

MATHEMATICS

Developing 'number sense' is an essential component of learning in Mathematics, and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include, counting forwards and backwards by 1s and skip counting forwards and backwards by tens; counting on and counting back by 1, 2, 3 with two-digit numbers, to at least 50; number facts of 5, 6, 7, 8, 9 and 10, e.g. $5 = 1 + 4$, $2 + 3$ or $7 = 5 + 2$, $6 + 1$; and purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 1 students, *understanding* would include connecting names, numerals and quantities, and partitioning numbers in various ways; *fluency* would include counting numbers in sequences forward and backwards, and locating numbers on a number line; *problem solving* would include using materials to model real life problems; and *reasoning* would include discussing the reasonableness of answers.

The following topics will be covered this term through a variety of whole class, small group, partner and independent learning activities:

Number

Counting

The students will:

- count by ones, to and from 100 and beyond, from any starting point
- skip count by 2s, 5s and 10s starting from zero
- partition numbers to represent numbers in different ways, e.g. $5 = 4 + 1$, $2 + 3$ etc.
- consolidate the ability to automatically recognise the number of objects in a small group (subitising).

Place Value

The students will:

- recognise, model, read, write and order numbers to at least 100 (and beyond)
- locate these numbers on a number line
- count collections to at least 100 and beyond
- partition numbers using place value (e.g. $53 = 5$ tens, 3 ones).

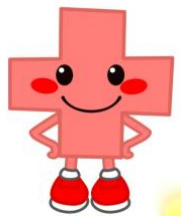


Number

Addition

The students will:

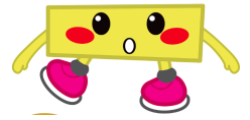
- combine two or more groups/objects to make a total number
- recognise that the order in which two numbers appear does not affect the total e.g. $2 + 3 = 5$, $3 + 2 = 5$
- identify that numbers with algorithms can be purposefully grouped and 'broken up' to assist in solving problems, e.g. $12 + 7 \Rightarrow$ add the ones: $2 + 7 = 9$, then add on the tens: $10 + 9 = 19$
- practise addition strategies to assist with solving problems, e.g. count all, count on, number facts including tens facts, doubles, near doubles, etc.



Subtraction

The students will:

- understand that there is a relationship between the processes of addition and subtraction
- practise taking away a quantity from a collection to find out how much is left
- compare two quantities to find the difference
- explore how taking zero away from a collection means that the quantity stays the same
- practise subtraction strategies such as, count back and count up to.



Statistics and Probability

Chance

The students will:

- identify outcomes of familiar events using everyday language such as 'will happen', 'won't happen' and 'might happen'.

Data

The students will:

- record data with tally marks
- create picture graphs from given data sets.

ENGLISH

Reading

The students will read, discuss and explore a range of texts to further enhance their literacy skills. Learning tasks will focus on reading fluency, comprehension and vocabulary development skills, and the strategies that help the students to become effective readers. The students will:

- predict
- sound out (e.g. blend sounds with chunks)
- use simple punctuation appropriately
- reread.



Writing

Through modelled, shared, guided and independent writing activities, the students will:

- tell personal stories and respond to literature and shared experiences through drawing and writing
- use hands-on learning experiences as a springboard for writing
- use their growing knowledge of letter sounds, including blends, to write words to form sentences
- express their ideas in simple sentences and short texts, incorporating appropriate punctuation, such as capital letters and full stops.



Handwriting

- practise the correct formation of the letters and the placement of lower and upper case letters
- use a correct pencil grip and writing posture.

Word Study

The students' spelling knowledge will be developed in order to assist them to become independent and successful spellers. Each week, the students will focus on a sound and explore words containing this sound. The sound will be reinforced in learning activities throughout the week, including breaking the words into sounds, exploring word meanings and writing sentences. This term will focus on the revision of consonant sounds and short vowel sounds.

Speaking and Listening

The students will participate in various formal and informal learning experiences to continue developing their oral communication skills. The students will:

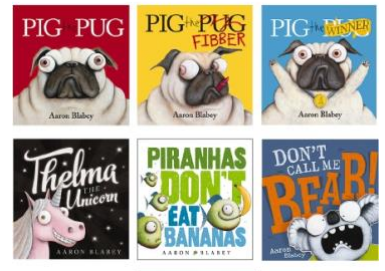
- engage in conversations and discussions using active listening behaviours
- speak clearly, using appropriate volume and pace
- participate in 'Show and Tell' sessions once a week, where the students will speak to the class about a particular topic and use pictures, photos and/or items brought from home to support the topic they will be discussing.

LIBRARY

In library lessons, the students will:

- explore and become more familiar with the library layout and procedures for borrowing and taking care of books
- understand literary elements such as setting, characterisation, plot sequence and mood through a study of author/illustrator Aaron Blabey.

Students are encouraged to be responsible for remembering their Library 'Book Borrowing Day'. For book borrowing purposes, children are encouraged to have a protective Library bag labelled with both their first name and surname. A Library bag protects the book, makes it easier for students to carry and ensures the Library book is kept separate from household books when not in use (making it easier to locate!).



Library borrowing day is Friday - students require their library bag to borrow.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly through the term.



The topics that will be covered this term are:

- 'Garden of Gratitude' - what is gratitude? How can we demonstrate gratitude?
- 'Different Views' - is it okay to have different views or opinions?
- 'Mindful Colouring' - what is mindfulness? How can I use colouring to be mindful?
- 'Feelings and bodies' - how can I identify the names of and differences between feelings? How can I express my feelings through my facial expressions and body language?
- 'I am Thankful' - what does it mean to be grateful? What should we be grateful for? Why should we be grateful?

DIGITAL TECHNOLOGIES

As part of Digital Technology lessons, the students will participate in the 'Inform and Empower Digital Safety and Wellbeing' program. The focus this term is understanding the internet, trusted adults and our feelings when using the internet.

The students will:

- explore how to safely use the internet to communicate
- identify trusted adults they can go to for advice
- use the iPads and apps at school appropriately and responsibly.



Meaghan A'Hearn

VISUAL ARTS

The students will:

- explore the use of shape and pattern in art
- create patterns using shapes and lines
- use patterns to create a 3D art work
- consider colour, space, emphasis and texture in the layout of their artwork.



Tilla Ricci

HOME READING

The students are expected to read every night. They will be responsible for changing their take-home books on Monday, Wednesday and Friday mornings, however students are welcome to do so more often, should they wish. Please ensure that students bring their book bag whenever they change their books. The students have Reading Diaries which are used to record the titles of books they have read. Parents are encouraged to listen to and read with their child and sign the diary each night.

ITALIAN

Ciao, Buongiorno (Hi, Good Morning)

To commence this term, the students will be revising greetings and extending their vocabulary on ways to greet each other. They will learn different ways to answer the question, 'How are you?', and through this, they will learn how to conjugate the verb *stare (sta)*. Additionally, the students will explore numbers 1- 20 and use this understanding in game-based activities.



Signora Merola

PERFORMING ARTS

Students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills. The students will:

- learn songs and play music games and instruments to explore and develop their musical skills
- explore the difference between beat and rhythm in music and learn basic rhythm patterns
- take part in individual and small-group drama improvisations
- communicate non-verbally by using facial expression and movement to explore and show given roles and situations.



Karil Torcasio

PHYSICAL EDUCATION

This term, the students will be engaged in a range of skills and games to support the development of their physical and interpersonal skills. They will continue to explore safety and responsibility in movement activities, including rules and procedures, and sharing space and equipment.

The students will:

- continue to develop their locomotor skills such as *jogging, leaping* and *balancing*, whilst using different parts of their body to move in a variety of directions
- consolidate their fundamental motor skill of *run* through participation in minor games and modified sports.

Coach Bruno

SCIENCE

This term, the students will begin by exploring the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will continue to develop collaborative skills and a shared scientific language and mindset.

The students will continue to use this language and mindset to develop a greater awareness of themselves and their world as they explore this term's focus on Chemical Science. The students will:

- identify the materials that everyday objects are made of
- compare and classify natural and manufactured materials
- understand and describe how everyday materials can be changed, through bending, twisting and stretching, or when heating and cooling.



Janelle Baldwin

REMINDERS

Monday:

- Visual Art - art smock required

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Classroom Sport - sport uniform to be worn

Thursday:

- Huff and Puff 8:55 - 9:05am
- Science

Friday:

- Digital Technology
- Library - library bags are required for borrowing

Sport uniform to be worn on Tuesdays and Wednesdays.

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact me anytime during the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.