

St Joseph's Catholic Primary School

Year 1 Curriculum Note

Term 3, 2022

Teachers

1J - Miss Portia O'Connor

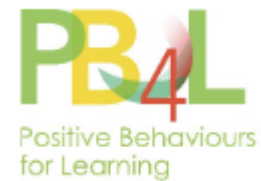
1M - Mrs Michaela Fursey

Learning Support Teacher (Monday- Wednesday)- Mrs Janice Matthews

Specialist Teachers (Wednesday) Visual Arts- Mrs Paola Birac **Dance**- Mrs Janice Matthews

Dear Parents

Welcome to Term 3, 2022! We hope you had a lovely easter and that the students enjoyed their break.



PB4L in the classroom is a behaviour management system used to communicate clear behaviour expectations based on our 3 school rules.

Curriculum Learning

Please find below an overview of the topics we will be covering this term, hoping this will enhance the student's learning through family discussion, reading and sharing.

Religious Education

Unit 1: Stories of God's People

This unit presents stories from both the Old and New Testaments. The parables of the Kingdom – Yeast, Hidden Treasure and Precious Pearl – are told. Then stories of 'Joseph' and 'Moses and the Burning Bush' are told. The unit develops the concept of the Bible as sacred, telling us about God's relationship with people.



Unit 2: Love One Another

This unit focuses on the concept of relationship. It begins with the children's experience of friendship and broadens to the Christian way of relating to others. It then focuses on forgiveness and gratitude in relationships through two Gospel stories – 'How many times must we forgive?' and 'The Ten Lepers'.



Be Respectful

- Look and listen to the speaker
- Follow instructions the first time
- Raise your hand and wait for your name before speaking
- Use your inside voice and friendly words
- Knock and wait to be invited into a room.

Be Responsible

- Stay on task at all times
- Complete learning jobs
- Use classroom resources with care
- Keep resources in their correct place
- Be prepared with learning materials.
- Use IT for classroom learning tasks

Be Safe

- Sanitise hands before eating and before entering the classroom
- Respect other people's personal space
- Walk at all times
- Keep hands and feet to yourself
- Store bags in designated areas
- Chairs under tables and four on the floor
- Seek permission to leave the room

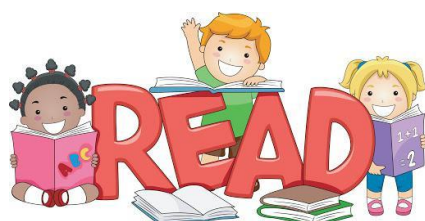
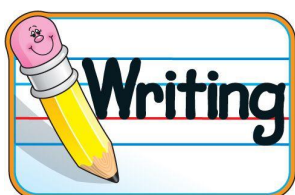
Curriculum Learning

English

The English curriculum for Year 1 places a strong focus on the development of literacy. Students listen to and enjoy texts that entertain, inform and persuade, such as picture books, non-fiction and film. Students grow into more independent readers, learn to create a range of different texts and become more confident when they communicate.

This term students will:

- listen to, read, view and talk about simple texts and multimodal texts
- independently read books and discuss what they have read or viewed with other students, teachers or family members
- use simple punctuation correctly, such as capital letters and full stops when writing sentences.
- develop understanding about grammatical features such as adjectives, nouns and verbs
- write about their experiences, tell a story or talk about topics they have covered in the class
- add pictures to what they write
- develop consistent foundation font handwriting.

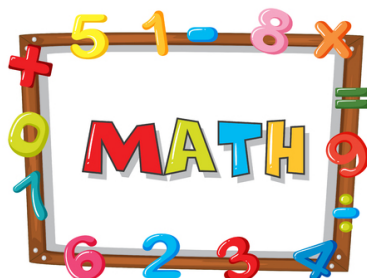


Mathematics

Mathematics in Year 1 places a strong focus on the development of numeracy. Students are introduced to mathematical symbols and language to communicate and explain mathematical ideas; they pose basic mathematical questions and develop simple strategies to investigate and solve simple problems.

This term students will:

- use and record a range of mental strategies to solve addition and subtraction problems involving one- and two-digit numbers
- learn to tell the time to the half hour
- count collections to 100 by partitioning numbers using place value
- recognise and classify familiar three-dimensional objects using obvious features
- recognise, model, read, write and order numbers to at least 100 and locate these numbers on a number line
- identify outcomes of familiar events involving chance and describe them using everyday language, such as 'will happen', 'won't happen' or 'might happen'
- investigate and describe number patterns formed by skip counting and patterns with objects



Science and Technology

In this unit, students will understand that objects are made of materials that have observable properties. They will understand the various ways we can change materials, including freezing, melting, heating, bending, twisting, stretching, cutting, boiling, dissolving, moulding and mixing.



Human Society and Its Environment

Geography

This topic provides a study of the natural and human features of places within the context of the students' own world. Students investigate the natural features of different places, including the weather and seasons, and recognise that places exist across a range of scales. They describe human features of places, including how spaces can be arranged for different purposes and identify the active role of citizens in the care of places. Students investigate how places are managed and cared for and discuss the connections people have to different places.



Personal Development, Health and Physical Education

Physical Education

This unit will focus on developing striking skills through a variety of lessons which will give students the opportunity to experience different striking forms.

Personal Development & Health

In this unit students explore how people grow and change over time. Body parts are explored and private body parts are identified. Feelings are explored and how feelings can tell us if something is not right. The 'No Go Tell' framework is explicitly taught to enable students to get help in unsafe situations.

Digital Responsibility - Cyber Safety

This unit is designed to reinforce the importance of children turning to a trusted adult for support when faced with an online situation which they find upsetting or unsafe. It equips students with practical skills designed to enhance their personal safety in both the offline and online world.

Creative Arts

Visual Arts

This unit aims to explore the students' memories as well as their observational skills by allowing them to draw from memory and drawing what they see in front of them. They will begin to identify shapes and lines as they draw from nature, and translate these drawings into painting using liquid food dyes and paint.

Dance

During Term 3, students will participate in dance lessons that will provide opportunities for students' personal expression, enjoyment, imagination and kinaesthetic movement. Students will compose and perform their own sequence of movements using the elements of dance. Students explore a range of movements to convey ideas, feelings and moods. They will develop knowledge, skills and understanding in appreciating their own dances and those of others.

Just a reminder...



Morning Arrival

Students are expected to be at school before the first bell at 8:50am.

Absentee notes

If your child is absent for any reason, it is very important that parents inform the school via the Compass Parent Portal for whole day absences. This is a legal requirement.

Home Learning



Students are required to read each night, Monday through to Thursday for 15 to 20 minutes. Reading must be recorded in the Reading Record book and signed by a parent/carer. Parents can support their child's reading development by listening to, reading with and discussing the text with their child each night.

Useful sites for parents include;

- [Parents' guide to reading at home](#)
- [Reading with your child at home](#)

Students have the option to access various websites and apps used in the classroom to further support and consolidate their learning. These include sites such as Bug Club. This year your child's password for Bug Club is **sjbyear1**. Usernames and passwords for any other app or website such as mathsonline will be sent home in the coming weeks glued into the students home reading logs as these are individualised passwords.



Habits of Mind

What are the Habits of Mind?

The Habits of Mind are a set of 16 thinking skills that intelligent thinkers use to solve problems in which the answer is unknown. Researched and developed by Arthur Costa & Bena Kallick, these thinking skills or habits, are present in the best decision makers.

Habits of Mind is knowing how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties. Art Costa



Here at St Joseph's we use the Habits of Mind to focus on how to respond under challenging conditions that demand reasoning, critical thinking, insightfulness, perseverance and creativity. Having information is important but knowing how to act on it is learning at a higher level.

The 16 Habits of Mind are:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humour
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>



Each morning students will participate in Crunch and Sip. Please ensure your child has fresh fruit or vegetables to crunch on at this time in a reusable container. Drink bottles (Water) will also become part of the classroom environment so students can keep their brains well hydrated throughout the day.



**WASTE
FREE
WEDNESDAYS**

To reduce waste and develop positive habits and awareness of the environment students are asked to use reusable containers each Wednesday for all food items.

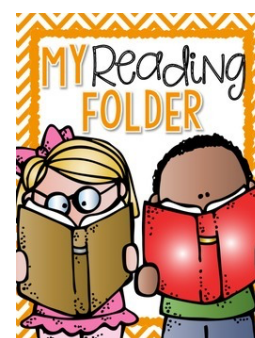




Monday	Tuesday	Wednesday	Thursday	Friday
Students select home readers for the week Library borrowing 1J Sports Uniform			Library borrowing 1M Sports Uniform	Assembly Students return home readers and Home Reading Log

Reminders

- Be prepared for active learning everyday.
- Remember that eating fresh food, exercising and getting a good night's sleep helps you get ready for a great day of learning
- There are a number of anaphylactic students in Year 1. We request students do not bring in *nuts, seafood, fish/tuna, chickpeas, lentils, peas, sesame seed, eggs or kiwifruit to school.*
- Students are not to share food and they are encouraged to put any unwanted food back into their lunch box so that you can monitor what your child has or hasn't eaten.



ICT

iPads and laptops are powerful learning tools that provide choices when communicating and creating. We aim to develop responsible, safe and respectful digital citizens equipped with skills to be life-long learners in a dynamic world.

If devices are misused, the school's PB4L policy and the student redirection process will be implemented.

School Device Use

Devices in the Classroom

Be a responsible digital citizen

- Use at the correct time
- No games to be played without permission of the teacher
- Take photos of others for school use only with the person's permission
- Avoid water/food near devices
- Safely handle electronic devices



Remember that should you wish to speak with your child's teacher about their learning or have any further concerns or questions, please do not hesitate to contact us via the school office to make an appointment.

Email: info@sjbdow.catholic.edu.au

Phone: 42831111

Kind Regards,
Miss O'Connor and Mrs Fursey

