

St Joseph's Catholic Primary School

Year 1 Curriculum Note

Term 3, 2020

Teachers

1J - Mrs Angela Despotovic

1M - Miss Portia O'Connor

Learning Support and Minilit - Mrs Shannon Stanizzo

Mathematics Support - Mrs Liliana Carter

Specialist Teachers (Wednesday)

Mrs Birac - **Visual Arts**

Miss Loumanis - **Dance**

Dear Parents,

We finally made it to Term 3 and we are very excited for the learning ahead of us! The students are already settling in well with their routines and are ready for a great term of learning.

During Religious Education, students will be learning the importance of the stories in the Bible, why we should have reverence when listening to the liturgy of the Word and how we can apply these stories to our everyday lives. In English, students will be learning about how to identify the features and structure of a narrative so that they can write their own version of a popular fairy tale. Maths will be extending students on their current knowledge, as well as begin to look further into understanding simple maths problems. We are also looking at integrating Indigenous perspectives into our Geography, Dance, Art, and Health lessons.

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.

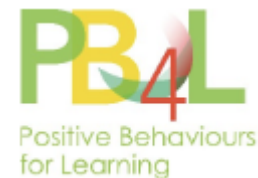
Religious Education

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'.



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

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 imaginative texts, stories, films and some online texts
- independently read books and discuss what they have read or viewed with other students, teachers or family members
- continue to sound out or recognise words and use simple punctuation, such as capital letters and full stop
- create short imaginative texts using growing knowledge of text structures and language features
- use more precise vocabulary to describe emotions and experiences when writing
- respond to a wide range of texts through discussing, writing and representing
- discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander life
- identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories
- spell a number of common words correctly and write in sentences
- add pictures to what they write
- reread and edit their writing for spelling, punctuation and text structure

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:

- identify and continue patterns and count by 2, 5 and 10.
- revise doubles and add numbers to 20 and beyond.
- identify times on an analogue and digital clock and learn “half hour”.
- use place value to partition number eg $25 + 8$: 25 is $20 + 5$, so $25 + 8$ is $20 + 5 + 8$, which is $20 + 13$.
- identify 3D shapes and their features.
- learn the strategy of bridging to 10 to add multiple numbers eg $17 + 5$: 17 and 3 is 20, then add 2 more.
- understanding the concept of “chance” and the outcome of events.
- describing repeating patterns and odd and even numbers.

Human Society and Its Environment

GEOGRAPHY- Features of Places.

This term students will investigate the natural and human features of places. They will describe the reasons places change and identify the active role of citizens in the care of places. They will learn about how people describe the weather and seasons of places. We will also explore activities occurring in places and how the spaces within places can be used for different purposes.

Our key inquiry questions are:

- What are the features of, and activities in, places?
- How can we care for places?
- How can spaces within a place be used for different purposes?

Creative Arts

Visual Arts

This unit aims to explore drawing from memory as well as from observation. The students will look at and discuss works by contemporary Indigenous artist Ian Abdulla who likes to recall events from his childhood.

They will also draw carefully from direct observation using banksia flowers and they will begin to learn about and appreciate abstract art as they identify and name shapes that they see and create new artworks from these.

Dance

Through participating in the Creative Arts - Dance unit, students will compose dance moves based on folk dances used in celebration from different cultures, using the elements and contexts of dance. They will then perform and appreciate their own dance and that of others. The students will listen to and appreciate appropriate music to support their dance performance and discuss the reasons for their choice.

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>



**WASTE
FREE
WEDNESDAYS**

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.



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.



Year 1 Events/Responsibilities



Monday	Tuesday	Wednesday	Thursday	Friday
Library Borrowing		Sports Uniform Waste Free		Home Reading folders. Sports Uniform

Please remember should you 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,

Mrs Despotovic and Miss O'Connor