Year 1 - Term 1, 2018 Overview

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| **ENGLISH** | |
| **Speaking & Listening** | **Reading & Responding** |
| Students develop their speaking and listening skills by participating in a range of guided activities. Students will:   * make relevant contributions to class discussions and ask questions to clarify meaning * compose sentences effectively using basic grammatical features * show respect for the contributions of others during discussions * deliver formal speeches using palm cards. | During guided reading, students will work on fluency and accuracy by using a range of strategies. They will:   * demonstrate increased fluency by recognising and decoding words when reading familiar texts * recognise when meaning is disrupted and attempt to self correct when reading * use comprehension strategies to build meaning.   Students will be involved in shared reading of picture books, where the teacher will explicitly model the skills of proficient readers, including reading with fluency and expression. Students will participate in activities surrounding the text which aim to increase their skills in grammar, comprehension and imagination. |
| **Writing & Representing** | **Spelling** |
| Students will participate in modeled, guided and independent writing activities each week. This term’s focus will be **Imaginative texts,** taught through Quality Literature units, and students will create simple stories with visuals.  Grammar, Punctuation and Vocabulary  Students will learn about the grammar required for the texts they are creating in writing. | Spelling will include phonemic spelling patterns, sight word lists and theme words.   * Students will learn about letter-sound relationships, and how to use these to read words (including understanding of the blending process).   Phonemes and blends taught this term include:   * CVC (Consonant, Vowel, Consonant) words eg pan, cut, bags * Consonant diagraphs (two or three letters that come together to make a sound): ‘sh’, ‘th’, ‘ch’, ‘wh’ * Consonant initial blends (blending two letters at the start of a word: ‘bl’, ‘cl’, ‘br’, ‘cr’ * Middle letter patterns: ‘oo’, ‘ea’, ‘ee’ * VCC word endings (Vowel, Consonant, Consonant). Words ending in ‘all’ and ‘ing’. |
| **MATHEMATICS** | |
| Students will complete a collaborative iMaths investigation during the term. | |
| **Number & Algebra** | |
| Students will be focusing on the following:   * Whole Numbers: counting forwards and backwards by ones from a given number, use place value to partition numbers, and locating, reading, writing and ordering numbers on a number line * Addition and Subtraction: using a range of mental strategies to solve problems, such as counting on, counting back and bridging to 10 * Multiplication and Division: skip counting by twos, fives and tens starting from zero, and using equal groups of objects as a strategy for multiplication and division. * Fractions and Decimals: describing one-half and one-quarter of an object and of a group of objects * Patterns and Algebra: identifying and describing number patterns when skip counting forwards or backwards by ones, twos, fives and tens. | |

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| **Measurement & Geometry** | | |
| In Measurement and Geometry, students will focus on:   * Two- dimensional shapes: identifying and describing features of two-dimensional shapes, including triangles, quadrilaterals, pentagons, hexagons and octagons * Three-dimensional objects: naming and describing the properties of three-dimensional objects, including cones, cubes, cylinders, spheres and prisms * Length: measuring and comparing the lengths of pairs of objects using informal units, such as hand spans or paper clips. * Time: naming and ordering the months of the year, the number of days in a month, recall the seasons and learn to use a calendar * Position: following directions to familiar locations, using terms as left, right and between. Students will also learn how to describe the path from one location to another on drawings. | | |
| **GEOGRAPHY** | | |
| Students will be investigating Australia and its place in the world. They will identify places that exist in terms of students personally, locally and nationally. Students will also look at Australia’s location compared to the world, and investigate the oceans surrounding countries and other continents. | | |
| **SCIENCE** | | |
| This term, students will be studying ‘Push and Pull’. This unit provides students hands-on opportunities to explore the effect of forces upon everyday objects. They will observe how forces such as pushes, pulls, friction and gravity can make objects start or stop moving and change direction. | | |
| **CREATIVE & PERFOMING ARTS** | | |
| **Visual Arts** | **Dancing** | **Drama** |
| Students explore properties of different media and some of the symbols and techniques artists use in their making of art. Art activities will be based on the Science topic ‘Push and Pull’ and students will learn about portraits. | Students will experience dance activities through morning fitness with their grade. | Students will engage in drama through quality literature. They will use body language and facial expressions to create their own improvisations. |
| **PDHPE** | | |
| **Personal Development** | **Health** | **Physical Education** |
| **Core Values:** Students will learn about the core values of Hurstville Public School and other values, such honesty and kindness.  **Bullying:** students will gain an understanding of what bullying is, why it happens and what students can do if they see it happen. | Students will participate in the Crunch and Sip program. | Classes will participate in rotating activities that focus on fundamental movement skills:  **1A and 1B:** static balancing, catching and hopping.  **1S and 1C:** vertical jumping, static balancing and catching.  **1K and 1L:** hopping, vertical jumping and static balancing.  **1H and 1T:** catching, hopping and vertical jumping. |