

**Statement of Intent: Year 1
Term 1, 2022 - Weeks 1-3.**

Developmental Domain Intentions or Early Years Framework Outcomes	Key Learning Intentions	Children's Current Interests	Staff- School- Community Interests Focus	Related Learning Experiences Investigation provocations	Modifications Incidental / Scaffolding Assessment
<p>Emotional (Identity) Children recognize their individual achievements and the achievements of other.</p> <p>Social (Community) Children demonstrate a sense of belonging and comfort in their environments.</p> <p>Physical (Wellbeing) Children make choices, accept challenges, task considered risks, manage change and cope with frustrations and the unexpected.</p> <p>Cognitive (Learning) Children use reflective thinking to consider why things happen and what can be learnt from these experiences.</p> <p>Language (Communication) Children develop an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them.</p>	<p>Religion – CHURCH -People learn new things -People learn from the Bible -The Bible is sacred</p> <p>ENGLISH <u>Writing – Recount Text</u> -Write using unjoined lower case and upper case letters -Create recount texts, beginning to use correct text structure, including orientation and First, Then, Next and Finally. -Write letters using the correct format. <u>Reading</u> -Read simple texts with increased fluency. -Discuss the key elements of a variety of texts (characters, setting, problem, solution). -Make a personal connection to the story.</p> <p>MATHEMATICS <u>Number and Algebra</u> -Develop confidence with number sequences to and from 100 by ones from any starting point. -read, write, say and model numbers to 100. <u>Measurement and Geometry:</u> -Measure and compare the lengths of pairs of objects using uniform informal units.</p> <p>HASS <u>Geography</u> -Differences in family sizes, structures and roles today, and how these have changed or remained the same over time.</p> <p>HEALTH <u>Communicating and interacting for health and wellbeing</u> -Identifying and appreciating similarities and differences in people and groups -Describing ways to include others to make them feel they belong (ACPPS019)</p> <p>VISUAL ARTS: <i>Eric Carle inspired original art work</i> MAKING <u>Ideas</u> Exploration of, and experimentation with, the <u>visual art elements</u> of <u>shape, colour, line, space and texture</u> (ACAVAM106) Exploration of different materials, media and/or technologies, when creating <u>artwork</u> (ACAVAM107) <u>Skills</u> Exploration of techniques and art processes, such as mixed media, <u>colour mixing or drawing</u> (ACAVAM107) <u>Production</u> Use of <u>visual art elements</u> and techniques, to create <u>2D</u> and <u>3D</u> <u>artwork</u>, that communicate an idea to an <u>audience</u> (ACAVAM108) RESPONDING Appreciation of different types of <u>artwork</u>, and where and how it is displayed (ACAVAR109)</p> <p>DESIGN TECHNOLOGIES - People produce familiar products and services to meet personal and community needs.</p>	<ul style="list-style-type: none"> • Lego • Basketball • Footy • Soccer • Karate • Drawing • Colouring • Camping • Cooking • Swords • Shells • Dominos • Beyblades • Polly Pockets • Mums and dads • Cubbies • Chinese New Year • Pets • Friends • Building blocks • Mixing colours with playdough • Trains • Planets 	<ul style="list-style-type: none"> • Class e-info sessions (9th February) • Merit Awards (11th February) • P+F Welcome Back Event (18th February) 	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, candle, prayer tablecloth, symbols of the Holy Spirit.</p> <p>Science & Nature Shells, sand, coral, magnifying glasses, wooden spade, shovel and rake, spray bottle, books, sea animal posters.</p> <p>Dramatic Play Camp Grounds – TeePee, fake grass, barbecue, logs, plates, cups, cooking utensils, sleeping bag, camping clothes, boots, animal toys, books.</p> <p>Chinese New Year -</p> <p>Sensory Play dough to make food for the café, cupcake holders, rolling pins. Spices, sugar, measuring spoons, mixing cups, syrup.</p> <p>Construction Large wooden blocks, Lego, connecting blocks, connecting magnetic shapes, K-nex, unifix, cars, trucks, Marble run, road map with vehicles.</p> <p>Collage/Creating Boxes and containers for construction, glue and sticky tape. Match sticks, pom poms, material scraps, pop sticks, patty pans.</p> <p>Reading Various books/texts on friendships, perseverance, being kind, emotions, families.</p> <p>Writing Various writing implements, pens, pencils, highlighters, markers, scented pens, coloured paper, blank paper, stapler and sticky tape.</p> <p>Numeracy Calculators, beads 10 set, MAB's, ruler, dice, concrete materials (counters, pop sticks), spirit level and measuring tapes, calendars, whiteboard for practicing number formations, number formation laminated cards, number charts and number lines.</p>	<p>Assessment</p> <p>Running Records Checklists Anecdotal Notes</p>

- Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection.

STEM:

PHYSICAL EDUCATION:

Moving our Body-

-pencil roll (ACMP025)

-Jump, Skip (ACMP025)

-ball bounce (ACMP025/27)

Understanding Movement-

-Ways to maintain a balanced position when walking, running, hopping and jumping (ACMP029)

Learning through Movement--

-Cooperation skills in partner and group work during physical activity practices (ACMP030)

-Simple rules and fair play in partner, group activities and minor games. (ACMP032)

JAPANESE LANGUAGE

1. Students will understand and communicate by learning vocabulary for body parts あたま、かた、ひざ、て、め、はな. . Learning to say that something hurts あたまが いたいです。
2. Interact with the teacher through action-related talk to practice vocabulary
3. Engage by listening to, viewing and responding through action, dance, singing, drawing
4. Cultural learning such as events and festivals- Sestubun, Hina Matsuri, Hanami and responding to such festivals in different form of arts(origami)