

**Statement of Intent: Year 1
Term 2, 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 – CONFIRMATION -People use their bodies in many ways -Jesus promised to send the Holy Spirit -Followers of Jesus celebrate Pentecost</p> <p>ENGLISH <u>Writing</u> – Focus on sentence structure -Write using unjoined lower case and upper case letters - Discuss how authors create characters using language and images - Identify the parts of a simple sentence - Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) -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). -Recreate texts imaginatively using drawing, writing, performance and digital forms of communication</p> <p>MATHEMATICS <u>Number and Algebra</u> -Skip count by twos, fives and tens starting from zero -Recognise, model, read, write and order numbers to 100 <u>Measurement and Geometry:</u> -Measure and compare the capacity of pairs of objects using uniform informal units.</p> <p>HASS <u>History</u> -How the present, past and future are signified by terms indicating time -differences and similarities between students' daily lives and a life during their parents' and grandparents' childhoods</p> <p>HEALTH <u>Being healthy, safe and active</u> - describe their own strengths and achievements and those of others (ACPPS015) - describe physical and social changes that occur as children grow older (ACPPS016) - practise strategies they can use when they feel unsafe or need help with a task (ACPPS017)</p> <p>VISUAL ARTS YEAR 1 · <i>Mother's Day inspired 3D etched line puffy hearts</i> · <i>Never-ending rainbows utilising space and consideration of colour selection</i> · <i>Texture exploration with foreground/background</i></p> <p>MAKING <u>Ideas</u> Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture (ACAVAM106) Exploration of different materials, media and/or technologies, when creating artwork (ACAVAM107) <u>Skills</u> Exploration of techniques and art processes, such as mixed media, colour mixing or drawing (ACAVAM107) <u>Production</u></p>	<ul style="list-style-type: none"> • Lego • Basketball • Footy • Soccer • Karate • Drawing • Colouring • Cooking • Dominos • Beyblades • Polly Pockets • Vets • Pets • Building blocks • Trains • Beyblades • Painting • Figit Spinners • Building • Tinkering • Planting 	<ul style="list-style-type: none"> • Merit Assembly (29th April) • Mother's Day Stall (6th May) 	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, candle, prayer tablecloth, symbols of the Holy Spirit.</p> <p>Science & Nature Mortar and pestal, pencils, note taking sheets, vinegar, salt, basil leaves, fennel seeds, coriander leaves, cinnamon sticks, mixing containers, spoons.</p> <p>Dramatic Play Café/Restaurant – plates, knives, forks, spoons, table cloth, cups, salt and pepper shakers, menus, apron, tea towels, kettle, pretend stove, tongs, wooden spoons, whisk, clipboard with paper, pencils.</p> <p>Vet Clinic – Medical forms, stuffed animals, pet carrier, bandages, stethoscope, dog bed, charts, xrays, books.</p> <p>Sensory Play dough/plastic animals</p> <p>Construction Large wooden blocks, Lego, connecting blocks, connecting magnetic shapes, K-nex, uniflex, 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>Painting – Primary coloured paints, paint brushes, books.</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>

Use of [visual art elements](#) and techniques, to create [2D](#) and [3D artwork](#), that communicate an idea to an [audience](#) ([ACAAM108](#))

RESPONDING

Appreciation of different types of [artwork](#), and where and how it is displayed ([ACAVAR109](#))

DESIGN TECHNOLOGIES

- Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection.
- Develop and communicate design ideas through describing, drawing, modelling and/or sequence of written steps

STEM:

Light and sound are produced by a range of sources and can be sensed

PHYSICAL EDUCATION

Body Management Skills-pencil roll,
Locomotor Skills-jump,
Object Control Skills-underarm throw, ball bounce
Fundamental Movement Skills controlling objects in simple games-kick, catch, bounce

Physical changes to the body when exercising, such as:
([ACPMP028](#)) raised heart rate, increased breathing rate
Ways to maintain a balanced position while performing various skills, such as throwing or running ([ACPMP029](#))

Cooperation skills in partner and group work during physical activity practices ([ACPMP030](#))
Simple rules and fair play in partner, group activities and minor games ([ACPMP032](#))