

Statement of Intent: Year 1
Term 3, 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 learn to interact in relation to others with care, empathy and respect.</p> <p>Social (Community) Children become aware of fairness</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 develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</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 – Prayer -People learn how to live good lives in their families. -Jesus teaches people about God's love.</p> <p>ENGLISH Writing – Narrative Texts -Begin to use the correct text structure when writing narrative texts. -Correctly use capital letters and full stops. -Write descriptions of settings, characters, problems and solutions using visual picture prompts. Circle any words that don't look right (beginning of editing)</p> <p>Reading – -Describes the characters and events in different texts. -Identifies the different purposes of texts. -Explain the problem and solution in stories. -Introduction to fairytales</p> <p>MATHEMATICS: Number and Algebra: -Solve simple addition and subtraction problems using a range of strategies. -Friend's of 10</p> <p>Measurement and Geometry: -Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features.</p> <p>HASS: Geography -Natural, managed and constructed features of places, their location on a pictorial map and how they may change over time. How these areas can be cared for. -The activities that take place in the local community which create its distinctive features.</p> <p>HEALTH: Being healthy, safe and active Recognise situations and opportunities to promote health, safety and wellbeing, including:</p> <ul style="list-style-type: none"> practise strategies they can use when they feel unsafe or need help with a task (ACPPS017) identify medicine packaging and understanding to ask an adult before taking medicines. <p>DIGITAL TECHNOLOGIES: -Digital systems (hardware and software) are used in everyday life and have specific features</p> <p>SCIENCE: Chemical Science -Everyday materials can be physically changed in a variety of ways. -Science involves observing, asking questions about, and describing changes in, objects and events.</p> <p>PHYSICAL EDUCATION (whole term) Locomotor skills – hop, dodge, skip (ACPMP025) Object Control Skills-underarm throw, ball bounce (ACPMP025)</p>	<ul style="list-style-type: none"> AFL Schools Olympics Japan Stories Baking Designing Building houses with blocks Minecraft Cars Drawing Lego' Sports Painting Space Planets Soccer Shops Beyblades Paper planes 	<ul style="list-style-type: none"> Talent Show (27th July) IP Meetings (28th -29th July) Merit Awards (29th July) Year 1B Assembly (5th August) Discso (5th August) 	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, candle, prayer tablecloth, plant, symbols of the Holy Spirit.</p> <p>Science & Nature Bark, leaves, grass, facial features, body templates, face templates, iPad.</p> <p>Dramatic Play Cinema – cinema screen, popcorn holders, cups, made up lollies, movie displays, tickets, cashier, ticket booth, snack price list, ice-cream price list.</p> <p>Café – table clothes, plates, cups, cash register, play food, toy kitchen appliances.</p> <p>Sensory Play dough with glitter Potion materials</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>Tinkering Various tools including hammers, screw drivers, pliers. Safety equipment including safety goggles, helmet and gloves. Variety of electronic equipment (power cords removed).</p> <p>Collage/Creating Boxes and containers for construction, glue and sticky tape. Match sticks, pom poms, material scraps, pop sticks. Water colour pencils</p> <p>Reading Various books/texts on families, fairies, Sports, Japan.</p> <p>Writing Various writing implements, pens, pencils, highlighters, markers, scented pens, feather quills, coloured paper, blank paper, envelopes in different sizes, 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</p> <p>Checklists</p> <p>Anecdotal Notes</p>

	<p>Ways to maintain a balanced position while performing various skills, such as throwing or running (ACPMP029) Strategies that will assist with involving everyone in games (ACPMP030) 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)</p>				
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**Statement of Intent: Year 1
Term 3, 2022 - Weeks 4-6**

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 – Prayer -Jesus teaches people to pray -God's family learns and prys together</p> <p>ENGLISH Writing – Narrative Texts -Begin to use the correct text structure when writing narrative texts. -Correctly use capital letters and full stops. -Provide details about ideas, events and characters in their texts. -Consolidate Recount genre.</p> <p>Reading – -Describes the characters and events in different texts. -Identifies the different purposes of texts. -Explain the problem and solution in stories. -Apply decoding skills taught when reading more challenging texts. -Describe the key elements of fairytales. -Use a variety of comprehension strategies to understand different types of texts.</p> <p>MATHEMATICS: Number and Algebra: -Solve simple addition and subtraction problems using a range of strategies. -Counting On -Doubles</p> <p>Measurement and Geometry: -Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features</p> <p>Statistics and Probability -Identify outcomes of familiar events involving chance and describe them using will happen, won't happen or might happen</p> <p>HASS Geography -Natural, managed and constructed features of places, their location on a pictorial map and how they may change over time. How these areas can be cared for. -The activities that take place in the local community which create its distinctive features.</p> <p>HEALTH Being healthy, safe and active Recognise situations and opportunities to promote health, safety and wellbeing, including: <ul style="list-style-type: none"> identify medicine packaging and understanding to ask an adult before taking medicines explore healthy eating </p> <p>DIGITAL TECHNOLOGIES -Digital systems (hardware and software) are used in everyday life and have specific features</p>	<ul style="list-style-type: none"> AFL Schools Stories Baking Designing Building houses with blocks Minecraft Cars Drawing Lego' Painting Space Planets Soccer Paper planes Making recipes/cooking 	<ul style="list-style-type: none"> 19th and 22nd August Pupil Free Days 23rd-25th August – Book Fair 26th August – Book Week Parade 	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, candle, prayer tablecloth, plant, symbols of the Holy Spirit.</p> <p>Science & Nature Bark, leaves, grass, facial features, body templates, face templates, iPad.</p> <p>Dramatic Play Cinema – cinema screen, popcorn holders, cups, made up lollies, movie displays, tickets, cashier, ticket booth, snack price list, ice-cream price list.</p> <p>Sensory Play dough with glitter Potion materials</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>Tinkering Various tools including hammers, screw drivers, pliers. Safety equipment including safety goggles, helmet and gloves. Variety of electronic equipment (power cords removed).</p> <p>Collage/Creating Boxes and containers for construction, glue and sticky tape. Match sticks, pom poms, material scraps, pop sticks. Water colour pencils</p> <p>Reading Various books/texts on families, fairies, Sports, Japan.</p> <p>Writing Various writing implements, pens, pencils, highlighters, markers, scented pens, feather quills, coloured paper, blank paper, envelopes in different sizes, 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>