



Statement of Intent: Year 1

Term 1 2024 - 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 develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</p> <p>Physical (Wellbeing) Children become strong in their social and emotional wellbeing.</p> <p>Cognitive (Learning) Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.</p> <p>Language (Communication) Children interact verbally and non-verbally with others for a range of purposes.</p>	<p>RELIGION – Church - we have special gifts that help us to learn - we learn from different people - people learn about God from the Bible</p> <p>ENGLISH <u>Writing:</u> For the children to: - write using unjoined lower case and upper case letters - create recount texts, beginning to use correct text structure - begin to use boundary punctuation</p> <p><u>Reading</u> For the children to: - read simple texts with increased fluency - make connections to stories - identify the key elements of a variety of texts (characters, setting, problem, solution)</p> <p><u>Speaking and Listening</u> For the children to: - use full sentences when asking and answering questions verbally</p> <p>MATHEMATICS <u>Number:</u> For the children to: - develop confidence with number sequences to and from 100 from any starting point - recognise, read and write numbers to 100</p> <p>HASS <u>History: Past & Present</u> For the children to: - identify members of their family - identifying similarities and differences between families</p> <p>VISUAL ARTS - exploring visual art elements of shape, colour, line, space and texture - exploration of techniques and art processes, such as mixed media, colour mixing or drawing</p>	<p>AFL Blocks Building Cars Chalk Colouring Construction Countries Craft Families Holidays Jewellery Lego Rockets Roleplay Word searches</p>	<p>31st January – First Day of Term One</p> <p>7th February – Parent Information Night</p> <p>13th February – Shrove Tuesday</p> <p>14th February – Ash Wednesday</p>	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play Airport – bags, baggage conveyer belt, Wooden fairy house - fairy house, wooden figures, wooden furniture, wooden accessories, stones</p> <p>Sensory Playdough – wooden tools, cookie cutters Box of “little things” with different textures</p> <p>Construction Large wooden blocks with cars Lego Connecting magnetic shapes Marble run</p> <p>Collage/Creating Craft table – sticky tape, glue, scissors, pop sticks, patty pans, tissue paper, feathers, stapler Drawing – thick and thin outliners, coloured pencils, coloured crayons, coloured textas, coloured highlighter, blank paper Indigenous art – blank paper, metallic and regular dot markers, Indigenous artwork and dot-drawing instructions, ‘The Art in Country’ book Jewellery – pipe cleaners, coloured beads Chalk Flags around the world</p> <p>Reading Various picture books including fact books, fairy tales and story books.</p> <p>Writing Postcard stations – coloured pencils, instructions about how to write a postcard, cards to prompt students to imagine travelling to holiday locations, blank postcards, Australian postcards, international postcards World globe/ world map: Places to visit. Holiday destination itinerary planning. Lists of items to pack in suitcase for trips – destination specific clothing, equipment etc</p> <p>Maths</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Dianna Rigg Phonics • Running Records • Checklists • Anecdotal Notes

	<p>HEALTH - explain what makes them different and similar to their peers - identify how to develop respectful relationships with others</p> <p>STEM TECHNOLOGY <u>DIGITAL TECHNOLOGIES</u> Digital implementation Share and publish information with known people in an online environment, modelling strategies to stay safe online.</p> <p>Digital systems Digital systems (hardware and software) are used in everyday life and have specific features.</p> <p><u>LIBRARY/HASS SKILLS</u> Questioning and researching Locate information from a variety of provided sources (e.g. books, people, images, internet) (WAHASS15) Sort and record selected information (WAHASS16)</p>			<p>Class maths games, mini whiteboards, whiteboard markers, place value charts, maths questions, counters, MAB blocks, calculators, dice, dominoes, playing cards, counters Matching quantity of unifix blocks to picture on cards</p>	
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