



Statement of Intent: Year 1

Term 2 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 respond to diversity with respect.</p> <p>Physical (Wellbeing) Children take increasing responsibility for own health & physical 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 express ideas and make meaning using a range of media.</p>	<p>RELIGION – Lent/Easter - Lent is a time to change and remember to live as Jesus taught - Easter is a time when the Church celebrates the resurrection of Jesus - Christians continue to live as Jesus wanted us to</p> <p>ENGLISH <u>Writing:</u> For the children to: - write using unjoined lower case and upper case letters - use a story map to retell a narrative - modify narrative texts, beginning to use correct text structure - use adjectives to describe characters - use verbs to describe how a character moves - begin to use boundary punctuation</p> <p><u>Reading</u> For the children to: - read simple texts with increased fluency - answer literal and inferential comprehension questions - make personal and world connections to stories - identify the key elements of a variety of texts (characters, setting, problem, solution) - sequence a story correctly</p> <p><u>Speaking and Listening</u> For the children to: - use full sentences when asking and answering questions verbally - listen, take turns and contribute to others' ideas during group work</p> <p>MATHEMATICS <u>Number:</u> For the children to: - use counting on to solve simple addition problems</p> <p><u>Measurement and Geometry:</u> For the children to:</p>	<p>Basketball Blocks Building Cars Chalk Colouring Construction Countries Craft Dragons Families Holidays Loom bands Melty beads Magnets Mobilo Patterns Puppets Race tracks Rockets Space Word searches</p>	<p>15th April – Students Commence Term Two</p> <p>19th April – MOB School Camp Out</p> <p>24th April – ANZAC Day Service</p> <p>25th April – ANZAC Day (Public Holiday)</p> <p>3rd May – Bunnings Incursion (STEM)</p>	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play Puppets – PVA glue, string, scrap material, paper, scissors, fabric markers Space Rocket and Astronauts</p> <p>Sensory Kinetic Sand – blue kinetic sand, rollers, castles, cookie cut outs, stamps, tools Cotton sand-hidden creatures Playdough-rollers, cutters</p> <p>Construction Large wooden blocks with cars Connecting magnetic shapes Mobilo blocks Box construction</p> <p>Collage/Creating Craft table – sticky tape, glue, scissors, pop sticks, patty pans, tissue paper, feathers, glitter, brown paper bags, stapler Painting – water colour pencils, paint brushes, water, easels, sketch pads, drying rack Loom bands Melty beads Chalk</p> <p>Reading Various picture books including fact books, fairy tales and story books.</p> <p>Writing Writing station – paper, pencils</p> <p>Maths Class maths games, mini whiteboards, whiteboard markers, place value charts, maths questions, counters, MAB blocks, calculators, dice, dominoes, playing cards, counters, measuring tapes, rulers, number lines</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Dianna Rigg Phonics • Running Records • Checklists • Anecdotal Notes

	<p>- estimates, measure and compare the length and area of familiar objects using uniform informal units</p> <p>HASS <u>History: Past & Present</u> For the children to: - identify the similarities and differences between past and present - identify important celebrations - identify events that happen once a year</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>HEALTH - identifying where they feel safe - explaining the actions associated with feeling safe - identifying warning signs - explaining what an unsafe and risk-taking situation is</p> <p>STEM TECHNOLOGY - ways objects can be moved using technology</p> <p>STEM SCIENCE - light and sound are produced by a variety of sources and can be sensed.</p> <p>PHYSICAL ACTIVITY Moving Our Body -Object control skills: underarm throw, ball bounce (ACPMP025) -Fundamental movement skills involving the control of objects in simple games (catch and bounce) (ACPMP027)</p> <p>Learning Through Movement -Cooperation skills in partner and group work during physical activity practices (ACPMP030) -Simple rules in fair play in partner, group activities and minor games (ACPMP032)</p> <p>JAPANESE Interact with teacher and peers to share information about themselves and their favourite things, such as foods. Notice and use context-related vocabulary to generate language for a range of purposes, such as discussing likes and dislikes.</p>				
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	LIBRARY/HASS SKILLS <ul style="list-style-type: none">- Sort and record selected information and/or data e.g. using graphic organisers, keywords- identify relevant information- represent collected information and/or data into different formats, e.g. tables, maps, plans				
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