



Statement of Intent: Year 1

Term 3 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 – Confirmation People use their bodies in different ways Jesus promised to send the Holy Spirit Followers of Jesus celebrate Pentecost</p> <p>ENGLISH <u>Writing:</u> For the children to: - write using unjoined lower case and upper-case letters - create procedural texts, beginning to use correct text structure - 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: Counting back</u> For the children to: - use a number line to count back to 20. - use visual representations to cross out and count back from 2-digit numbers. - solve problems using counting back.</p> <p><u>Fractions of a whole</u> For the children to: - identify a whole, half and quarter of two-dimensional shapes. - match the corresponding fraction to parts of a shape, such as half and 1/2. - make halves and quarters of whole shapes.</p>	<p>AFL Blocks Building Cars Chalk Colouring Construction Craft Families Holidays Jewellery Lego Loom bands Places Rockets Roleplay Word searches</p>	<p>19th July-Talent Show</p>	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play Bakery/Cafe Wooden fairy house - fairy house, wooden figures, wooden furniture, wooden accessories, stones</p> <p>Sensory Playdough – wooden tools, cookie cutters Kinetic sand</p> <p>Construction Large wooden blocks with cars Lego Connecting magnetic shapes Marble run Car racing tracks/tubes</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 Jewellery – pipe cleaners, coloured beads Chalk Paper folding -origami Melty beads</p> <p>Reading Various picture books including fact books, fairy tales and story books.</p> <p>Writing Making mini books Holiday writing</p> <p>Maths Class maths games, mini whiteboards, whiteboard markers, place value charts, maths questions, counters, MAB blocks, calculators, dice, dominoes, playing cards, counters, number lines</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Dianna Rigg • Phonics • Running Records • Checklists • Anecdotal Notes

	<p><u>Patterns and Algebra:</u> For the children to:</p> <ul style="list-style-type: none"> - Explore, describe, continue and complete simple patterns with objects <p>HASS <u>Geography -Places and Spaces</u> Looking at landscapes For the children to:</p> <ul style="list-style-type: none"> - identify natural and constructed environments. - understand the world around them. - Sort pictures into 'Natural' and 'Constructed' environments. - Describe the environment using our senses. - understand how to care for the environment. <p><u>LIBRARY/HASS Skills</u> Weeks 1-10 <u>Questioning and researching</u> Locate information from a variety of sources (WAHASS15) <u>Analysing</u> Represent collected information and/or data into different formats eg. tables, maps, plans (WAHASS20) <u>Evaluating</u> Draw conclusions based on information and/or data displayed in pictures, texts and maps (WAHASS21)</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 <ul style="list-style-type: none"> - Students identify safe vs unsafe. - Students practise using assertive language. - Students explain what an emergency is. </p> <p>STEM TECHNOLOGY <u>DIGITAL TECHNOLOGIES</u> - Data can have patterns and can be represented as pictures, symbols and diagrams - Present data of any kind using a variety of digital tools - Use data to solve a simple task/problem</p>				
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	<p>STEM SCIENCE Chemistry</p> <ul style="list-style-type: none"> - Everyday materials can be changed in a variety of ways. - Represent and communicate observations in a variety of ways. - Participate in guided investigations to explore and answer questions. <p>SPORT <u>Moving our body</u></p> <ul style="list-style-type: none"> • Fundamental movement skills involving the control of objects in simple games (ACPMP027) <p><u>Learning through movement</u></p> <ul style="list-style-type: none"> • Strategies that will assist with involving everyone in games AND cooperation skills in group work during physical activity practices (ACPMP030) • Simple rules and fair play in group activities and minor games (ACPMP032) <p>JAPANESE Communicating Learning how to express praise, support and respect for others using formulaic expressions (ACLJAC127)</p> <p>Understanding Recognising and responding to requests using using verb-<i>kudasai</i> (ACLJAU122)</p>				
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