



Statement of Intent: Year 1

Term 4 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 develop their emerging autonomy, inter-dependence, resilience and sense of agency.</p> <p>Social (Community) Children respond to diversity with respect.</p> <p>Physical (Wellbeing) Children become strong in their social and emotional wellbeing.</p> <p>Cognitive (Learning) Children transfer and adapt what they have learned from one context to another.</p> <p>Language (Communication) Children engage with a range of texts and gain meaning from these texts.</p>	<p>RELIGION – Confirmation - The events of Pentecost - What the Holy Spirit does for the followers of Jesus</p> <p>ENGLISH <u>Writing:</u> For the children to: - write using unjoined lower case and upper case letters - explain the structure of an information report - identify facts vs opinions - learn a story map for an information report - write using technical language - use conjunctions to add more information - write sentences of three to describe - use boundary punctuation with increased accuracy</p> <p><u>Reading</u> For the children to: - read simple texts with increased fluency - answer literal and inferential comprehension questions - read with expression, particularly when reading dialogue - compare the beginning of the story and the end of the story, explaining the changes that occurred - compare different points of view - sequence a story correctly - find key facts in non-fiction texts</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 - begin to use eye contact and gestures when speaking in front of an audience</p> <p>MATHEMATICS <u>Measurement and Geometry:</u> For the children to: - recognise and classify 3D shapes, and explore their features</p>	<p>Animals Basketball Blocks Building Cafes Cars Chalk Colouring Construction Countries Craft Dragons Families Food Fossils Holidays Hopscotch Melty beads Magnets Mobilo Patterns Puppets Racetracks Robots Rockets Space Word searches</p>	<p>7th October – First day of Term Four</p> <p>11th October – Constable Care IncurSION</p> <p>16th October – WASO IncurSION</p> <p>25th October – Years 1B Assembly & World Teacher's Day</p>	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play Discovery Tub – kinetic sand, dinosaur figurines, fossil figurines, volcanoes, trees, magnifying glass, rocks Vet -furry animals, pet carriers, x-rays, vaccination syringes</p> <p>Sensory Playdough – rollers, boards, cookie cutters, ice-cream machine, waffle machine, pasta-making machine, pasta cutters, bowls, forks</p> <p>Construction Large wooden blocks Connecting magnetic shapes Lego 1000 piece puzzle Marble run</p> <p>Collage/Creating Craft table – sticky tape, glue, scissors, match sticks, tissue paper, foil, crepe paper, feathers, glitter, brown paper bags, stapler, textas, pencils, crayons Melty beads Drawing table – stencils, pencils, crayons Chalk</p> <p>Reading Various picture books including fact books, fairy tales and story books.</p> <p>Writing Writing station – lined paper, pencils, stenciled letters</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 • Mathematics assessments

	<p><u>Statistics and Probability:</u> For the children to:</p> <ul style="list-style-type: none"> - collect and represent data - make inferences from given and collected data <p>HASS <u>Geography</u> For the children to:</p> <ul style="list-style-type: none"> - compare homes around the world with their own - identify their suburb, city and state on a map - identify the equator and hemispheres on a map <p>HEALTH For the children to:</p> <ul style="list-style-type: none"> - identify what 'being healthy' means and explains how health messages promote healthy habits <p>STEM TECHNOLOGY <u>DESIGN TECHNOLOGIES</u> -Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection.</p> <p>-Characteristics and behaviours of individual materials used in products.</p> <p>STEM SCIENCE Observable changes occur on the land and in the sky. Science involves observing changes and making observations. Use a variety of methods to make observations and predictions.</p> <p>SPORT Body management skills: side roll (pencil) Object control skills: ball bounce Fundamental movement skills involving the control of objects in simple games: kick, bounce.</p> <p>JAPANESE (Weeks 1-9) Learn how sounds are represented in three different scripts (ACLJAU120) Understand that each individual kanji character represents meaning as well as sounds, for example 月 Moon, 一月 January (ACLJAU121)</p> <p>LIBRARY/HASS SKILLS (Weeks 1-9) Questioning and Researching</p>				
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	<p>-locate information from a variety of sources e.g. books, people, images, internet (WAHASS15)</p> <p>Analysing</p> <p>-process information and/or data collected e.g. sequence information or events, categorise information, combine information from different sources (WAHASS18)</p> <p>-represent collected information and/or data into different formats e.g. tables, maps, plans (WAHASS20)</p> <p>MUSIC</p> <p>Development and consolidation of aural skills by exploring the elements of music:</p> <ul style="list-style-type: none"> -pitch (explore a limited pitch set) -form (echo pattern, call and response) -timbre (recognition of familiar sounds produced by instruments) <p>to create music.</p> <p>Personal responses, expressing ideas about the music they listen to.</p> <p>Development of both their performance and audience skills.</p>				
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Statement of Intent: Year 1

Term 4 2024 ~ 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 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 take increasing responsibility for their own health and physical wellbeing.</p> <p>Cognitive (Learning) Children resource their own learning through connecting with people, place, technologies and natural and processed materials.</p> <p>Language (Communication) Children express ideas and make meaning using a range of media.</p>	<p>RELIGION – Reconciliation - People make choices every day - Jesus had to make important decisions - Jesus teaches people to pray</p> <p>ENGLISH <u>Writing:</u> For the children to: - write using unjoined lower case and upper case letters - explain the structure of an information report - identify facts vs opinions - learn a story map for an information report - write using technical language - use conjunctions to add more information - write sentences of three to describe - introduce subjects using topic sentences - write information reports based on a modified story map - use boundary punctuation with increased accuracy</p> <p><u>Reading</u> For the children to: - read simple texts with increased fluency - answer literal and inferential comprehension questions - read with expression, particularly when reading dialogue - sequence a story correctly - identify facts and opinions - research and locate facts using non-fiction texts</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 - begin to use eye contact and gestures when speaking in front of an audience</p> <p>MATHEMATICS <u>Number and Algebra:</u> For the children to:</p>	<p>Animals Basketball Blocks Building Card Writing Cars Chalk Christmas Colouring Construction Countries Craft Decorations Dragons Families Food Fossils Holidays Hopscotch Melty beads Magnets Mobilo Patterns Puppets Racetracks Robots Rockets Santa Space Word searches</p>	<p>31st October – P&F Fun Run</p> <p>1st November – All Saint's Day Mass (run by Year 3)</p> <p>8th November – Year 1W Assembly</p> <p>11th November – Remembrance Day</p> <p>14th November – Year One Zoo Excursion</p>	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, prayers, candles, flowers</p> <p>Dramatic Play Discovery Tub – kinetic sand, dinosaur figurines, fossil figurines, volcanoes, trees, magnifying glass, rocks Vet - furry animals, pet carriers, x-rays, vaccination syringes</p> <p>Sensory Playdough – rollers, boards, cookie cutters, ice-cream machine, waffle machine, pasta-making machine, pasta cutters, bowls, forks</p> <p>Construction Large wooden blocks Connecting magnetic shapes Lego 1000 piece puzzle Marble run</p> <p>Collage/Creating Craft table – sticky tape, glue, scissors, match sticks, tissue paper, foil, crepe paper, feathers, glitter, brown paper bags, stapler, textas, pencils, crayons Melty beads Drawing table – stencils, pencils, crayons Chalk</p> <p>Reading Various picture books including fact books, fairy tales and story books.</p> <p>Writing Writing station – lined paper, pencils, stenciled letters</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 • Mathematics assessments • PAT Testing

	<ul style="list-style-type: none">- identify halves of a collection- recognise Australian coins according to their value <p>HASS <u>Geography</u> For the children to:</p> <ul style="list-style-type: none">- identify the equator and hemispheres on a map- identify expected weather each month based on Australian seasons <p>HEALTH For the children to:</p> <ul style="list-style-type: none">- identify what 'being healthy' means and explains how health messages promote healthy habits				
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