









Year 1 Term 4 2021

Culminating: Images and Video will be shared via class communications.

Planning Team:

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Attributes of Life Long Learners	Think	Investigate	Create	Participate	Communicate	Reflect
	<p>Through inquiry, students will investigate sources of light and sound.</p>  <p>What have I discovered during my wonderings?</p>	<p>Students investigate poetry</p>  <p>How can I use my comprehension strategies to understand the purpose of a poem?</p>	<p>Using music, students create dance steps to show emotion.</p>  <p>How can we express our emotions through dance?</p>	<p>Students actively participate in developing swimming skills.</p>  <p>How can I continue to improve my swimming ability?</p>	<p>Students effectively explain their thinking to others.</p>  <p>How can I communicate my thinking to others in maths?</p>	<p>Students reflect on all the ALLL characters.</p>  <p>As a reflector, how can I manage my behaviour to stay on task?</p>

Key Learning Areas	English	Maths	Science	The Arts	HPE	Italian
	<p>Engaging with poetry – How do I express myself? Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p>	<p>Number and place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts.</p> <p>Fractions and decimals — identify one half.</p> <p>Patterns and algebra - describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns.</p> <p>Chance — identify the chance of events occurring, predict outcomes of familiar events</p>	<p>Light and sound - Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.</p>	<p>What are you thinking? In this unit students explore how changes in facial features, style and form communicate emotion in artworks. Students will explore the visual language of portraiture and self-portraiture in artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists, and use this to develop their own artworks. They will experiment with visual conventions (drawing, photography) and observation to create artworks to communicate emotion. Students will display artworks and share ideas about visual language choices they made in their artwork. They will describe and interpret emotion in their work.</p> <p>DANCE Choreography Level 1 – Inside Out Dance Students explore directions, levels shapes and space. Through a series of choreographic activities students develop their understanding of dance concepts. Students will choreograph a class dance that reflects a painting using a theme as stimulus and perform for a formal audience</p>	<p>Program Achieve – Social-emotional blockers In this unit, students will identify social-emotional Blockers and practise:</p> <ul style="list-style-type: none"> • awareness and management of anger • not paying attention • procrastination • worry and feeling down. <p>Daniel Morcombe Child Safety integrated.</p> <p>HPE Specialist BUSHDANCING Students engage in a variety of traditional bush dances, developing coordination and balance through various positions, movement and stances.</p> <p>SWIMMING A variety of activities that promote proficient swimming in an aquatic environment</p>	<p>A day out with my family Students use language to describe routines and cultural practices relating to family outings. Students will:</p> <ul style="list-style-type: none"> • inform others about a day out with their family • listen to information about Italian families' activities and outings • communicate feelings and emotions associated with activities • recognise and reproduce the sounds and rhythms of spoken Italian • participate in intercultural experiences to notice similarities and differences in ways people spend time together as a family.