









Year 1 Term 3 2022

Productive Partnerships: Australia Zoo Excursion, Olden Days Incursion, Book Week Author Visit – Pat Flynn
Open Afternoon: Week 10 on your class Parade Day

Planning Team:

Janet Finn, Cass Sorensen, Sally White, Ash Burt, Shannon Waters, Stephanie Lyamar, Cindy Eggmosses (Class Teachers), Selina Stone (ST:LaN), Meghan Clarke (HOC), Scott Butcher (DP)

Attributes of Life Long Learners	Think	Investigate	Create	Participate	Communicate	Reflect
	<p>Students will use a variety of nouns, verbs and adjectives to retell a cultural story.</p>  <p>How can I use nouns, verbs and adjectives in my retell to engage the audience?</p>	<p>Students will use a variety of skills and processes to investigate concepts.</p>  <p>How do I investigate changes in the environment and how do these changes affect our lives?</p>	<p>Students create a dance to show emotions that they feel and understand.</p>  <p>How will I create a dance to show how I am feeling?</p>	<p>Students actively participate by taking turns and listening to others.</p>  <p>How can I be an effective team member?</p>	<p>Students effectively explain their thinking to others.</p>  <p>How can I communicate my thinking in Maths?</p>	<p>Students will reflect on how they keep themselves healthy.</p>  <p>How do I keep myself healthy?</p>

Key Learning Areas	English	Maths	Science	HASS	The Arts	HPE	LOTE	TECHNOLOGIES
	<p>Engaging with Poetry Week 1 – Week 5 In this unit 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 of their choice. They comprehend poetry using the text <i>Wet, Wet, Wet</i></p> <p>Retelling Cultural Stories Week 6 – Term 4 In this unit, students listen to, read, view and interpret picture books and stories from different cultures. They write and present retelling of <i>How the Birds Got their Colours</i> to an audience of peers.</p>	<p>Number and place value — recall, represent and, count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; adding single and two-digit numbers; represent, explore doubling and halving; record and solve simple addition and subtraction problems.</p> <p>Patterns and algebra - recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence.</p> <p>Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe durations in time, tell time to the half hour; represent times on digital and analog clocks.</p> <p>Shape- identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects.</p> <p>Location and transformation - give and follow directions; investigate position, direction and movement.</p>	<p>Habitats: Living adventure In this unit students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats.</p> <p>They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things, and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.</p>	<p>Own life Students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same.</p> <p>They sequence personal and family events in order and share stories about the past, and present observations and findings using everyday terms to denote the passing of time.</p>	<p>DANCE How can I express myself? Students will learn the elements of Dance, including, Movement, Space, Dynamics and Time. Through a series of choreographic activities, students will develop their understanding of dance concepts and constructions.</p> <p>Students will choreograph a class dance using a theme as stimulus and perform for a formal audience.</p>	<p>Unit 1 C2C – Playing with Balls (16 Weeks) Students will develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play practices.</p> <p>CRICKET & OZTAG</p> <p>Program Achieve – Wellbeing In this unit, student will learn strategies to support their well-being including:</p> <ul style="list-style-type: none"> resilience happiness <p>awareness, self-management, ABCs of emotions, cognitive restructuring, mindfulness.</p>	<p>How do we celebrate special days? Students explore language & culture relating to special days & celebrations such as birthdays in Italian-speaking cultures & Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> interact with others using appropriate verbal and non-verbal language to participate in games played at birthday parties listen and respond to simple instructions comprehend and compose birthday cards recognise and reproduce the sounds and rhythms of spoken Italian while singing <i>Happy Birthday</i> in Italian 	<p>Moving our Year 1 Pet Students will design a car or object that will move their class pet without touching the ground. They will list the features of technology that will influence their design thinking.</p> <p>Students will identify needs of the design and record design ideas using Book Creator and labelled drawings. With guidance, they will produce their design solution and evaluate their ideas against a provided criteria.</p>