

**Statement of Intent: Year 1
Term 2, 2021 - Weeks 4-7.**

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 recognize their individual achievements and the achievements of other.</p> <p>Social (Community) Children demonstrate a sense of belonging and comfort in their environments.</p> <p>Physical (Wellbeing) Children make choices, accept challenges, task considered risks, manage change and cope with frustrations and the unexpected.</p> <p>Cognitive (Learning) Children use reflective thinking to consider why things happen and what can be learnt from these experiences.</p> <p>Language (Communication) Children develop an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them.</p>	<p>Religiion Children to discuss how: -Followers of Jesus recognize symbols of the Holy Spirit -The Holy Spirit guides people to live as Jesus taught</p> <p>ENGLISH Writing – -Write using unjoined lower case and upper case letters -Write letters using the correct text format. -Have a go at sounding out unknown words. -Spell common sight words correctly. -Use sentence boundary punctuation.</p> <p>Reading – -Read simple texts with increased fluency. -Discuss the key elements of a variety of texts (characters, setting, problem, solution). -Write letters to characters in stories read.</p> <p>MATHEMATICS Number and Algebra -Develop confidence with number sequences to and from 100 by ones from any starting point. -Skip counting by 2's, 5's and 10's</p> <p>Measurement and Geometry: -Measure and compare the lengths and capacities of pairs of objects using uniform informal units. -Measuring the length of objects using blocks and counters.</p> <p>HASS History -The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods. -Use terms such as 'past', 'present', 'a long time ago'.</p> <p>HEALTH Being healthy, safe and active - describe their own strengths and achievements and those of others (ACPPS015) - describe physical and social changes that occur as children grow older (ACPPS016) - practise strategies they can use when they feel unsafe or need help with a task (ACPPS017)</p> <p>VISUAL ARTS: Monet's Magical Garden Use Wax resist to create Monet Waterlillies using water colour paint, wax crayons and acrylic paint. Focus on size and shape of water lillies.</p> <p>TECHNOLOGIES How to Build a Nest? Who lives in a nest? What materials are Nests Made of? What are features of an egg?</p> <p>STEM: CHEMICAL SCIENCES Everyday materials can be physically changed in a variety of ways (ACSSU018)</p> <ul style="list-style-type: none"> • Students explore ways of changing every material such twisting, pulling, stretching, squashing. • Students explore the effects of twisting, pulling, stretching, squashing on various materials. 	<ul style="list-style-type: none"> • Lego • Basketball • Footy • Soccer • Cars and ramps • Box construction • Playdough • Drawing • Cooking • Making books • Painting • Schooll/playing teachers. • Letter writing • Nature play • Creating zoos • Playing shops (school café) • Homes/houses 	<ul style="list-style-type: none"> • Mothers Day Liturgy (7th May) • Parent Night 'Mindful Parenting' (12th May) • Cross Country Carnival (21st May) 	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, candle, prayer tablecloth, plant, symbols of the Holy Spirit.</p> <p>Science & Nature</p> <p>Dramatic Play Café – shop front, table cloth, table and chairs, wooden food, blender, toaster, plates, cups, spoons, menus, whiteboard, markers, aprons, chef's hat.</p> <p>School – whiteboard, sit spots, whiteboard markets, visual timetable, weekly planner, tie, vest, lanyard, 2x keyboards, maths resources (rulers, counters, clocks), books, spelling lists, flash cards.</p> <p>Sensory Play dough to make food for the café, cupcake holders, rolling pins. Sjpices, sugar, measuring spoons, mixing cups, syrup.</p> <p>Construction Large wooden blocks, Lego, connecting blocks, connecting magnetic shapes, K-nex, uniflex, cars, trucks, Marble run, road map with vehicles.</p> <p>Tinkering Various tools including hammers, screw drivers, pliers. Safety equipment including safety goggles, helmet and gloves. Variety of electronic equipment (power cords removed).</p> <p>Collage/Creating Boxes and containers for construction, glue and sticky tape. Match sticks, pom poms, material scraps, pop sticks.</p> <p>Reading Various books/texts on friendships, peserverence, being kind, emotions, families.</p> <p>Writing Various writing implements, pens, pencils, highlighters, markers, scented pens, feather quills, coloured paper, blank paper, envelopes in different sizes, stapler and sticky tape, stamps.</p> <p>Numeracy Calculators, beads 10 set, MAB's, ruler, dice, concrete materials (counters, pop sticks), spirit level and measuring tapes, calendars, whiteboard for practicing number formations, number formation laminated cards, number charts and number lines.</p>	<p>Assessment</p> <p>Running Records Checklists Anecdotal Notes</p>

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| | <ul style="list-style-type: none">• Students predict and conduct experiments to determine whether materials will remain changed or return to their original form when they are twisted, pulled, stretched, squashed | | | | |
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