

Statement of Intent: Year 1
Term 3, 2021 - 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 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>RELIGION – Prayer -People learn how to live good lives in their families. -Jesus teaches people about God's love.</p> <p>ENGLISH Writing – Narrative Texts -Begin to use the correct text structure when writing narrative texts. -Correctly use capital letters and full stops. -Provide details about ideas, events and characters in their texts.</p> <p>Reading – -Describes the characters and events in different texts. -Identifies the different purposes of texts. -Explain the problem and solution in stories. -Apply decoding skills taught when reading more challenging texts.</p> <p>MATHEMATICS: Number and Algebra: -Solve simple addition and subtraction problems using a range of strategies. -Counting on and Partitioning</p> <p>Measurement and Geometry: -Measure and compare the capacities of objects using informal units.</p> <p>HASS Geography -Natural, managed and constructed features of places, their location on a pictorial map and how they may change over time. How these areas can be cared for. -The activities that take place in the local community which create its distinctive features.</p> <p>HEALTH Being healthy, safe and active</p> <p>Recognise situations and opportunities to promote health, safety and wellbeing, including:</p> <ul style="list-style-type: none"> • identify medicine packaging and understanding to ask an adult before taking medicines • explore healthy eating • explore benefits of regular physical activity (ACPPS018) <p>VISUAL ARTS:</p> <p>Exploration of techniques and art processes, such as drawing.</p> <p>DIGITAL TECHNOLOGIES Digital systems (hardware and software) are used in everyday life and have specific features</p>	<ul style="list-style-type: none"> • AFL • Schools • Olympics • Japan • Stories • Baking • Designing • Building houses with blocks • Minecraft • Cars • Drawing • Lego' • Sports • Painting • Space • Planets • Soccer 	<ul style="list-style-type: none"> • Pupil Free Day (19th July) • Students start back (20th July) • St Benedicts Mass (21st July) • Talent Show (21st July) • Merit Assembly (23rd July) • School Photos (27th – 29th July) 	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, candle, prayer tablecloth, plant, symbols of the Holy Spirit.</p> <p>Science & Nature Playdough, gems, rolling pins, building boards, animals, plants, word wall, fences.</p> <p>Dramatic Play Camping – logs, tin cups and pans, cushions, small tent, mashmellows</p> <p>Space Ship – Space ship, control board, astronaut costumes, helmets, space vocabulary, planets, stars,</p> <p>Sensory Play dough with glitter Potion materials</p> <p>Construction Large wooden blocks, Lego, connecting blocks, connecting magnetic shapes, K-nex, unifix, 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. Water colour pencils</p> <p>Reading Various books/texts on families, fairies, Sports, Japan.</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.</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>

STEM:

BIOLOGICAL SCIENCES

Living things have a variety of external features ([ACSSU017](#))

Explore how Australian animals have physical adaptations to suit their environment by looking at the features of platypus.

MUSIC

Respond to music and consider where and why people make music ([ACAMUR083](#))

Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion ([ACAMUM080](#))

- matching pitch to sing in tune and experimenting with speaking and singing voice to recognise the differences
- imitating pitch and rhythm patterns to develop aural recognition skills, for example, echo clapping and call and response singing