

**Statement of Intent: Year 1
Term 3, 2021 - 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 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 -Jesus teaches people about God’s love. -Jesus teaches people to pray -God’s family learn and pray together</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, Partitioning, Friends of Ten and Doubles</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 Protective Behaviours The Right to be safe -Safe and Unsafe -Warning Signs -Personal Emergencies -Risk-Taking</p> <p>VISUAL ARTS:</p> <ul style="list-style-type: none"> Use of visual art elements and techniques, to create 2D artwork, that communicates an idea to an audience Display of artwork <p>DIGITAL TECHNOLOGIES -Digital systems are used in everyday life -Hardware and Software -Data can be represented as pictures, symbols and diagrams</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 Watercolour painting 	<ul style="list-style-type: none"> Pupil Free Day (23rd of August) Book Week parade (24th of August) 1 White Assembly (27th of August) Father’s Day Stall (30th of August – 1st September) St Benedicts’ Art Expo (2nd of September) Father’s Day liturgy (6th of Spetember) 	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, candle, prayer tablecloth, plant, symbols of the Holy Spirit.</p> <p>Science & Nature Different coloured clay, Indigenous symbols, Indigenous books. Indigenous patterns, rolling pins, wooden boards.</p> <p>Dramatic Play Camping – logs, tin cups and pans, cushions, small tent, mashmallows</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, 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. Water colour pencils Watercolour paints, paint brushes, watercolour paper, artist trays, jars</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>Lego Lego pieces, jars with different colours in them, ‘What can you make with just one colour?’ prompt.</p>	<p>Assessment</p> <p>Running Records Checklists Anecdotal Notes</p>

STEM:

Living things have a variety of external features.

Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions .