

Statement of Intent: Year 1 Term 4, 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 – Baptism -People belong to many groups -Jesus teaches his followers how to be part of God's family -People become part of God's family when they are baptized</p> <p>ENGLISH Writing – Narrative Texts/Information Texts -Begin to use the correct text structure when writing narrative and information texts. -Correctly use capital letters and full stops. -Provide details about ideas, events and characters in their texts.</p> <p>Reading -Apply decoding skills taught when reading more challenging texts. - Express preferences for specific texts and authors and <u>listen</u> to the opinions of others.</p> <p>Speaking and Listening: -Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions</p> <p>MATHEMATICS: Number and Algebra: Fractions -Recognise and describe one-half as one of two equal parts of a whole</p> <p>Statistics and Probability -Identify outcomes of familiar events using 'will happen', 'won't happen' or 'might happen'. -Represent data with drawings and describe the display created.</p> <p>Measurement and Geometry: -Recognise and classify two-dimensional shapes and three-dimensional objects using obvious features.</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.</p> <p>HEALTH Protective Behaviours -Risk-Taking -Defining an emergency -Personal emergency 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"> exploring how eating healthy foods can influence health and wellbeing exploring benefits of regular physical activity at school, at home and in the community describing actions to stay safe in a range of environments, including water, road, nature and outdoors (ACPPS018) 	<ul style="list-style-type: none"> Schools Olympics Stories Designing Building houses with blocks Cars Drawing Lego Painting Soccer Dominos Supermarket Building structures with a variety of materials. Collage/box construction 	<ul style="list-style-type: none"> Merit Assembly (15th October) Merit Assembly (22nd October) Year 1B Assembly (29th October) 	<p>Religious Education Biblical story books, Bible, Rosary beads, cross/crucifix, candle, prayer tablecloth, plant, symbols of the Holy Spirit.</p> <p>Science & Nature Wooden buildings, cars, trees, fences, roads, signs, sand, sea animals, gems, shells, Australian animals, clay, rolling pins, books, logs, small animals</p> <p>Dramatic Play Supermarket – trolleys, phone, IGA brochures, cash register, money, food items, front desk, books, plates, cups, shopping lists</p> <p>Sensory Kinetic sand, pipe cleaners – What shapes can you make in the kinetic sand</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 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>

DIGITAL TECHNOLOGIES

- Data can be represented as pictures, symbols and diagrams
- Develop and communicate ideas by drawing and describing a sequence of steps
- Work with others to create and share sequenced steps for solutions

STEM: CHEMICAL SCIENCES

Everyday materials can be physically changed in a variety of ways ([ACSSU018](#))

Properties of water and how it can change.