



# Alamanda College

## TERM 2 2016 YEAR 1 CURRICULUM OVERVIEW

Asst. Principal Helen Welsh

Alamanda College Principal Lyn Jobson



Dear Parents/Guardians,

The Year One Team has commenced the term enthusiastically, with many exciting plans for the next two Inquiry units. We would like to welcome our new families to Alamanda and in particular our new students to the Year 1 Mini-School.

The students have returned from the holidays with a better understanding of the classroom learning environment and after a term in Year 1 the students are now living their class Essential Agreements with renewed energy and a focus on their learning. The children will be supported to achieve their individual learning goals. Our emphasis is to develop a deeper understanding of the Primary Years Program (PYP) through the Inquiry Units and further the students' abilities and understandings in Literacy and Numeracy.

## Inquiry Based Learning

### Inquiry 2

This term, the Year One students will explore two more Inquiry units. The first Inquiry for Term 2 is from the trans-disciplinary theme 'Sharing the Planet' and the students will explore this Inquiry through the central idea 'Water is essential to life and is a limited resource for many people'.

The key concepts of:

- Form – What is it like?
- Causation – Why is it like it is?
- Responsibility – What is our responsibility?

Are linked through the Lines of Inquiry

- People access water around the world differently
- Water is used in different ways
- Water resources are not evenly distributed throughout the world

## IMPORTANT DATES

April 25  
May 27

June 13 Monday  
June 20-23,  
3:30 – 6:00pm  
June 24, 2016  
July 11, 2016

ANZAC Day, Public Holiday.  
Curriculum Day, Friday, (students do not attend school)  
Queen's Birthday, Public Holiday.  
Three Way Conferences. Bookings to be made via Compass  
School term ends  
Term 3 commences

The students will make water filters and explore the transdisciplinary theme in a local and global context. The Incursion by an educator from CERES and the exploration of the Waves4Water Project were designed to provoke the students thinking, create connections and facilitate deeper understandings of the central idea. Student wonderings will also be explored and perspectives will be shared. The Learner Profile attributes of being Open-minded and Knowledgeable will be emphasized during this Inquiry and the Attitudes of Empathy, Respect and Tolerance will be promoted.

### Inquiry Three

The second Inquiry Unit for Term 2 will explore the central idea - 'Migration is determined by needs and wants', through the Transdisciplinary Theme: Where we are in place and time. This inquiry will be conducted from the perspective of the following key concepts:

- Perspective: what are the points of view?
- Causation: why is it like it is?
- Connection: how is it connected to other things?

This inquiry will use the following lines to guide deeper thinking:

- There are reasons why migration occurs dependent upon needs and wants (Causation)
- People come to Australia for various reasons (Perspective)
- The personal impact of migration (Connection)

This unit will commence with a provocation such as: Why does migration occur? The students will be encouraged to share and research their wonderings and clarify understandings. The teacher might use the following question as an opportunity to reflect on the students' understanding of the central idea: How does migration affect people?

The Learner Profile attributes of being Open-minded and a Risk-Taker will be emphasized during this Inquiry and the Attitudes of Independence, Enthusiasm and Tolerance will be promoted as actions are observed and rewarded, through discussion and feedback.

### Literacy

In Literacy, teachers and students will continue to use the First Steps Literacy Continua and Victorian Curriculum as resources to plan, cater for different abilities, establish personal learning goals and be used to track and assess individual students. The First Steps literacy continuum relate to the areas of reading, writing, spelling and oral language (Speaking and Listening). The teachers and students will be working together to set personalised learning goals using the First Steps continuum. Students will work on their own goals, and teachers will provide students with varied opportunities to discuss their goals and their progress with their teacher during individual conferencing and small group work. Some students are able to talk about what they know and can do.

It is our aim that all students will become familiar with using continuums to discuss their learning when reading and writing, and use the continua to set future goals by the end of the term.

During the first Inquiry for this term, the Writing focus will be upon persuasive writing. Students will understand that persuasive texts are used to convince an audience, and will work on forming and justifying their own opinions, both verbally and written, in order to persuade effectively. The students will inquire into certain text features such as emotive language, repetition and strong verbs. They will construct texts that incorporate supporting images and recreate texts imaginatively using drawing, writing, performance and digital forms of communication.

The Writing focus linked to our third Inquiry is the text type - Narratives – ‘writing to describe and inform’. The children will also explore personal memoirs: that is ‘a reflection of a memorable experience or person’. Students will read, discuss and craft memoirs, and will explore the features of a memoir, such as writing in first person; adding similes and adjectives for detail; writing from your own point of view and using sentence leads to engage the reader. The students will explore the language of first person writing and how a character’s perspective shapes their behaviour.

During Reading lessons the teachers will focus on the comprehension strategy of Visualising. Being able to create mental images about a story assists the student to remember pertinent details, relate the idea to their own experiences, clarify and deepen their understanding of the storyline.

The second emphasis will focus on the comprehension strategy Inferring. Vocabulary knowledge is strongly related to reading comprehension. The very act of reading provides children with a context for learning new words. When readers encounter unknown words, their greatest tool for inferring meaning is found in the text that surrounds that unknown word. Teachers will provide opportunities for students to discuss and experiment with words in order to deepen comprehension. They will work on identifying the main ideas in a story and supplying supporting information. Teachers will provide the students with experiences with quality

mentor texts, movies and pictures that will scaffold the students to identify and explain the main idea in a text.

Proficient readers ask questions before, during and after they read, and use those questions to clarify meaning and predict or infer. Some answers can be found in the text, while others have to be inferred by using our prior knowledge.

The text type emphasis for the term will be on reading persuasive texts, and understanding the specific text features.

Students will continuously focus upon building the reading strategies as they learn to read for meaning – “Does that make sense?”; reading for visual information - checking that what they see looks right by checking “Does that look right?” “Is the word I see, the word that came out of my mouth?” and reading for syntax and structure - does what I am reading sound right?'

Books used during small group guided reading sessions and during individual reading conferences provide more challenges and opportunities for teaching as part of the classroom literacy program.

To develop Spelling, students will continue to work on their understanding of the following spelling strategies:

- Sound - hearing and recording the sounds in words e.g. cat, ship, chat;
- Visual - recognizing letter patterns, for example the 37 dependable rimes e.g. t-ent, b-ent, w-ent.
- Meaning – identifying base words and building word families by adding suffixes e.g. ed, ing, s;

Students investigate spelling throughout all areas of the curriculum – during and including reading, writing and dedicated spelling lessons. The students also use their spelling journals to ‘have a go’ at unknown words and to practise words using the method ‘Look, Say, Spell, Cover, Write, Check’.

Handwriting will also continue to be a focus for students this term. They will practise letter size, shape, formation, slope etc. in class and for homework. Handwriting is important to master. Being able to quickly and correctly form letters without having to think about how each letter is formed, allows students to focus more of their attention on the quality of what they are writing.

In the area of Speaking and Listening, students are given opportunities to build upon their skills through a variety of formal and informal situations. “Presentations” are a part of our daily program, where children can share experiences and understandings about the current Inquiry, as well as bring artefacts share with the group. Teachers will also provide the children with a range of opportunities to think and speak about their learning experiences, through sharing reflections which is an important part of each learning session throughout the day.

At home students will be encouraged to continue to read every night to complement their learning at school. We encourage students to read at home every night to complement their learning at school through use of the RAZ Kids app, the PM eCollection, as well as reading class library and take-home books. Reading at home provides the practise that developing readers need to ensure fluent, confident reading. Students may read books assigned by the teacher using the iPad apps RAZ Kids and PM e-Collection. Home reading books are suggested by your child’s teacher for this purpose.

### **Numeracy**

In the area of Numeracy, the first focus in Number and Algebra will be on Addition and Subtraction. Students will represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. They will also develop a range of mental strategies including doubles, near doubles, fact families and friends to ten.

In the area of Measurement and Geometry, the students will explore the language and understandings of Location and Transformation. The students will use vocabulary such as – forward, under, clockwise, anticlockwise and turn to give and follow directions to and from familiar places within the school playground. They will also be working on interpreting simple maps of familiar locations.

The students will measure, compare and order the capacities of objects using uniform informal units. Students will use the mathematical language ‘holds more’, ‘holds less’, ‘holds the same’ to describe the difference between objects and when justifying the order of objects as they explore Capacity.

## Specialist Curriculum Overview

The students will continue to work with Time by comparing and ordering days of the week, months of the year, including discussing the seasons of the year. They will use the vocabulary of time – e.g. before, after, now, day, night, yesterday, tomorrow, today – linking to everyday situations.

Students will also refine their understanding of the vocabulary of Fractions. They will recognise, describe and interpret common uses of halves and quarters of shapes, objects and collections.

### ICT

Information and Communication Technology (ICT) will be integrated in all areas of the curriculum. Students will use a variety of iPad applications to complement their Literacy and Numeracy learning.

Students are using a range of apps to share their learning and will be introduced to 'showbie' and 'see-saw'. They are also beginning to use Edmodo to collaborate, as well as for homework. In Numeracy, students will use a range of applications including 'Mathletics' to work on individual Numeracy goals. In addition to this, students will use a range of applications as part of their daily learning in the classroom and at home.

If you have any questions or concerns, please meet with your child's classroom teacher or Assistant Principal.

We look forward to working in partnership with you to share your child's learning progress.

The Year One Team

**1A – Danielle Vagg**

**1B - Kristin Vanden Houte-Smit, Unit Coordinator**

**1C – Jade Farrar**

**1D – Tegan Ma, Acting Leading Teacher**

**1E – Olivia Cameron**

**1F - Erin Beardsley**

**1G – Jessica Mastroianni, Unit Coordinator**

**1H – Afrodity Petkovski**

**1I – Alana Bisinella**

**1J – Erik Stewart, Unit Coordinator  
Literacy Support, trained Reading Recovery Teacher – Patricia Sinclair.  
Educational Support – Hamish, Natalie and Lisa**

**Assistant Principal, Helen Welsh**

### Art

At Level 1, students create visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms.

Students begin this school term learning about Pop Art. They explore popular food/brands, everyday objects and famous people/characters from movies and television. This unit requires students to explore, create, and present art with deliberate planning to increase their fine motor skills and ability to select materials for their expressive needs. Students respond to a range of artworks by Andy Warhol, Claes Oldenburg and Wayne Thiebaud while exploring the art elements of colour, texture, repetition, size and form.

Students will engage in collage, weaving and print-making techniques. They build upon their fine motor skills by exploring a range of techniques including paper cutting, assemblage and folding techniques to produce a Pop Art food collage. The final result will then be displayed as part of our Art Exhibition.

The Primary Years Programme Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

**Miss. O'Toole, Miss. Cicivelli, Miss. Hendry**

### Physical Education

At Level One, students continue to engage in a variety of physical activities on their own and with their peers, with and without equipment, and in a range of environments (indoor, outdoor and aquatic). They continue to develop basic motor skills such as running, hopping and jumping, and begin to develop motor skills such as

catching, underarm throwing, balancing and rolling through a range of activities. Students also explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed.

Students advance from creating and playing games on their own or with a partner to playing in small and large groups. They begin to combine motor skills into movement sequences and create simple movement sequences in response to a variety of stimuli.

Term Two will begin with catching and the underarm throw. During this unit, students will display the correct technique when performing the under arm throw, using different pieces of equipment as well as catching them. They will also begin to discuss the differences between throwing and catching different pieces of equipment. Students will then participate in a unit on Dance. Students will participate in a range of activities to get them moving to the beat of music and to assist with building their confidence. They will then move onto Gymnastics, learning and practicing basic motor skills such a jumping, balancing and rolling. Students will begin to work in small groups and create simple movement sequences. Students also have the choice to participate in a two week swimming block, focusing on water safety and basic swimming techniques.

Throughout every Physical Education lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during Physical Education.

At Alamanda College, we aim for maximum participation in Physical Education and ask for students to wear their Physical Education uniform and to bring a drink bottle to all Physical Education classes. If your child cannot participate in a Physical Education lesson, then please send them to their Physical Education teacher with a signed note outlining the reason for their non-participation.

**Miss. Livori, Mr. Allan and Mr. Mills.**

## Chinese-Mandarin

During Term 2 in LOTE lessons, students will be learning about numbers and days of the week as part of the Transdisciplinary Theme 'Where we are in place and time'. They will first learn how to count from zero to ten in Chinese and get familiar with the Chinese hand gestures that represent different numbers when counting. We will then move onto learning of days of the week, which includes saying the days from Monday to Sunday in Chinese and making a booklet that illustrates what they would like to do on each day. In addition to this, the Dragon Boat Festival will also be introduced during this Term. After learning about this cultural topic, students will be able to explain the history and meaning behind the festival celebration.

Whilst learning and consolidating the topic, students will practise speaking and reasoning skills when learning as a whole class and working in teams. They will have opportunities to participate in group learning, whole class games, as well as pairing up activities. They will also work independently with or without digital technology to practise listening, reading, writing and speaking in Chinese.

Students are encouraged to inquire, think, reflect, communicate, and cooperate. Students will be assigned challenging tasks so they can build confidence and develop positive attitudes to learning. In class, the activities will reflect the attributes of Learner Profile. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are incorporated in teaching and learning.

**Miss. Lee, Miss. Crystal and Miss. Tiffany**

## Drama

In Year One, students begin to select, arrange and make choices about ways of using arts elements, principles and conventions as they investigate the use of dramatic skills and techniques. In drama they will explore dramatic elements and conventions such as costumes and props to create a character based on their observation and perception of a character in a story.

Students have been presenting short group performances of 'Fractured Fairy tales', using familiar fairy tales as a mentor text. To create these performances we have been working creatively to reinvent character, setting and plot. Students are continuing to demonstrate an ability to select, arrange and express new ideas cooperatively. Students are working on expressing stories both verbally and using body language to create interesting characters, done through improvisation, teamwork and performance planning and presenting.

Students will continue to use the Primary Years Programme Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students will be encouraged to develop the Primary Years Programme Learner Profile attributes of being risk-takers with their learning, approaching new ideas with enthusiasm and curiosity.

**Mr. Sean Moran**

## Music

At Level One, students will develop their ability to communicate with voice and instruments during a 13-week program. They will be encouraged to work co-operatively with two particular Primary Years Programme attitudes of the Chinese Zodiac Legend for 2016; the Chinese monkey (curiosity and confidence).

Students will learn how to perform "Beautiful Jasmine" with percussion instruments. Scarves, ribbons and fans will be used with simple and flowing dance moves, to help develop their knowledge of rhythm and ability to keep a steady beat in simple metre. They will identify and perform basic rhythmic patterns and distinguish between, explore and use various instruments to produce contrasts in dynamics (loud/soft).

Throughout the program, students will identify, describe, compare and discuss the characteristics of Pop Music and Chinese Music. They will sing independently with clear diction, pitch and rhythm with songs from the Pop Era including "Let It Be" and "ABC". By performing songs collaboratively

with body movement, and using tuned and un-tuned instruments with curiosity, their communication skills and confidence levels will improve.

In Music students will manage impulsivity and develop respect for one another during weekly class presentations. Students will build friendships and a caring attitude towards one another as they begin to appreciate the similarities and differences between the music of different cultures.

**Mrs. King**

## Food Technology

As outlined in the Victorian Curriculum, students at Level One begin to explore how food is selected and prepared for healthy eating. To conclude this 13 week program, Year One students will continue to apply their understanding of the food groups and healthy eating when preparing dishes. With access to the kitchen, we will now begin to explore basic cooking techniques, such as baking, and will continue to explore the tools, equipment and techniques used to prepare food safely and hygienically for healthy eating.

Throughout every Food Tech lesson, students are encouraged to display the Primary Years Programme learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to maintaining the safe and orderly working environment. We encourage all students to be risk-takers and open-minded by trying new or unusual foods, inquirers and effective communicators by asking lots of questions, caring and reflective during Food Tech.

Parents are invited to follow along the progress of our students via the Alamanda College Primary Food Tech Blog. The link to access this blog is <http://alamandacollegefoodtech.weebly.com/>. I also ask that students bring a clearly named container, with a lid, to all Food Tech sessions to ensure that students can take their food home with them after their session.

**Mr Ludewig**