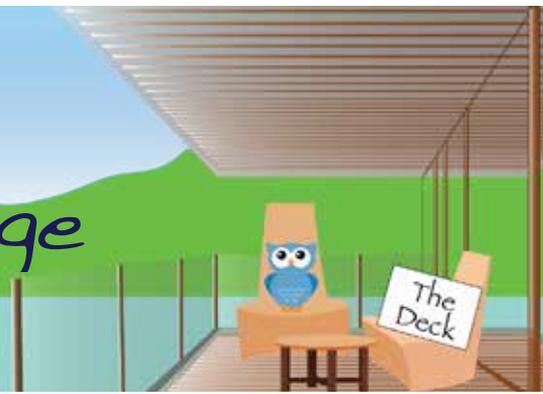


Alamanda College

TERM 4 2016 YEAR 1 CURRICULUM OVERVIEW

Asst. Principal Helen Welsh

Alamanda College Principal Lyn Jobson



Dear Parents/Guardians,

As we commence the final term of the year we pause to reflect on the progress students have made with their learning, their independence and the development of their social skills. Term Four is an exciting term when we concentrate on extending each child's learning! A highlight during this term will be the Year 1's "Stay and Play" evening, with the theme of "Celebrations". The Year 1 teachers have also organised a visit to the RAAF Museum and an incursion from St John First Aid Educators. The Year 1 stall at the Alamanda College School Fair on Sunday, November 27, will be a "Coconut Shy." We will be asking for volunteers to assist us with this activity. The classroom teachers will also be busy writing the students second semester reports and the students will be sharing their learning during the student-led conferences. Later in the term we will be busy preparing for the Alamanda Christmas Carol Evenings.

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

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



IMPORTANT DATES

Report Writing Day, no school for students, 31 October.
 Melbourne Cup, Public Holiday, 1 November.
 Year 1 'Stay and Play', 4-6:30pm, 3 November.
 RAAF Museum Visit, 16 or 23 November, TBC.
 School Fair, 10am – 4pm, Sunday 27 November.
 St John First Aid Incursion, 1 December.
 Three-Way Student Led Conferences, 5 – 7 December.
 Alamanda Christmas Carols – held over three nights
 Monday 12 December – Carols Timetable A (1A, 1B, 1C, 1D)
 Tuesday 13 December – Carols Timetable B (1E, 1F, 1G)
 Wednesday 14 December – Carols Timetable C (1H, 1I, 1J)
 Transition morning for students in Years 1-5, 16 December.
 Last Day of Term 4, 19 December.

(Please check the calendar in the School Newsletter for any updates.)

Inquiry Based Learning

Inquiry Five: How we organise ourselves

This Inquiry was commenced last term and continues this term with a focus upon the **transdisciplinary theme 'How We Organise Ourselves'** through the **Central Idea: 'Foods may go through various stages before they reach our mouths.'**

This Inquiry will use the key concepts of:

- Function – How does it work?
- Responsibility – What is our responsibility?



- Change – How is it changing?

The students will be exploring the following Lines of inquiry:

- Food comes from numerous sources (Function)
- Food goes through different stages before being eaten (Change)
- There are consequences to the food choices we make. (Responsibility)

The **Learner Profile** attributes of being Knowledgeable, a Thinker and an Inquirer will be emphasised during this Inquiry and the **Attitudes** of Creativity and Cooperation will be promoted. The students will plant and care for various types of seeds in pots and will also attempt to grow food in our vegetable patches to reinforce the effort required to produce food.

The students will be exploring the various stages that food goes through before being eaten, recording this in a flow chart. The children will research food that they eat and categorise according to processed or natural; fruit or vegetable; healthy or sometimes food.



Inquiry Six - 'How We Express Ourselves'

Our final inquiry for the year will explore the Transdisciplinary Theme: "How We Express Ourselves" through the Central Idea: "We have a deeper understanding of cultural differences when communities embrace cultural celebrations."

Linking the key concepts of:

- Form – Why is it like it is?
- Causation – Why is it like it is?

The students will explore this Inquiry through the following Lines of Inquiry:

- Cultural celebrations are made recognisable by their traditional elements
- Celebrations have a purpose

We will be promoting the Primary Years Programme **Learner Profile** attributes of being Inquirers and Open-minded and will further develop the **Attitudes** of respect and tolerance as the students learn about various ways families celebrate special occasions. The students will gain an understanding of celebrations held around the world as they share their explorations with their class. We encourage you to talk with your child about the celebrations that are traditions in your family. You may have

photographs and family stories to share. If you have any stories/expertise/ideas related to our inquiries, we would welcome your involvement. Please speak with your child's classroom teacher if you are able to assist. Primary sources of information are a valuable resource, as they engage the students, create connections and facilitate deeper understandings.

Literacy

During Term Four, students will continue to work on their personal goals in the areas of Reading, Spelling, Oral Language and Writing. The students will continue to set their goals using the First Steps continuum, and will discuss their goals and their progress with their teachers during individual conferencing and small group work.

The **Writing** focus for the term will be on **procedural** and **narrative** writing. Students will understand that procedural texts explain the process of how to do something and often include a title, materials used, steps in the process and a conclusion. They will also learn that a procedural text will not be as effective unless it is written in the correct order. Teachers will model the 'procedural text' and provide learning sequences to ensure

students understand the characteristics of a procedural text. Procedural texts use action verbs, present tense, conjunctions to do with time, headings and sometimes diagrams. Examples of procedural texts are recipes, rules for games, instructions and directions. Making 'fairy bread', planting seeds and making popcorn are real life activities that will support the children's understanding of procedures and provide a context for authentic writing opportunities.

The students will understand that narrative texts are used to tell a story, to entertain or instruct and have an orientation, problem and resolution. The features of a narrative include a setting, characters and involve events in a time sequence that may relate to the student's experiences. They will construct texts that incorporate supporting images and recreate texts imaginatively using drawing, writing, performance and digital forms of communication (AusVELS Literacy and Literature).

The students write daily; writing lists, completing quick writes, writing reflections about their learning goals, writing summaries about particular activities and making recordings in their 'Writer's Notebook'. Students are supported to recognise and use punctuation, including full stops, question marks, quotation marks and exclamation marks to signal sentences that make statements, ask questions, express emotion, denote conversation or give commands. They will participate in editing by re-reading and checking their own texts for meaning, spelling and punctuation.

An emphasis during **Reading** lessons will focus on the comprehension strategy of **Summarising**. Proficient readers are able to select the main ideas of a text. Teachers will provide the students with experiences using quality mentor texts, movies and pictures that will scaffold the students to learn how to summarise the main ideas in order to understand the author's key ideas or message. If readers cannot select and attend to the most important information, they will find it difficult to summarise and remember what has been read.

Students will continuously focus upon reading strategies 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?” Maintaining fluency while reading is also developed as students learn to process these sources of information rapidly. They read in phrase units; stress the appropriate words, use intonation and punctuation to interpret the meaning of the text. The students will also continue to work on their personal goals during individual conferences with the teacher, during guided reading, shared reading and modelled reading sessions.

In the area of **Spelling**, students will continue to work on further developing their understanding of spelling strategies by:

- 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 program including reading, writing and during 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 work on letter size, shape, formation, slope etc. through practise in class and for homework. Being able to automatically record all letters and write high frequency words quickly is an important skill to master, as it reduces the cognitive load when the child is writing. The student is then able to focus their attention on the quality of what they are writing, rather than concentrating on how to form a particular letter or write the letters in a particular high frequency word.

In the area of **Speaking** and **Listening**, students are given opportunities to build upon their skills through a variety of formal and informal situations. Each class has an opportunity to share an aspect of their learning during their timetable’s

weekly Assembly. The school assemblies provide an opportunity for public speaking. “Presentations” are a part of our daily program, where children can share experiences and understandings about the current Inquiry, as well as bring artefacts to share with the group. Teachers will also provide the children with a range of opportunities to reflect and speak about their learning experiences. The student’s thinking processes are developed throughout the day as they reflect upon and share their learning.

Numeracy

In **Number** and **Algebra** students will continue to develop their fluency in counting numbers in sequences as we begin to explore multiplication through repeated addition and skip counting by twos, threes, fives and tens (AusVELS Number and Algebra). Students will use concrete materials (such as counters, blocks, pop sticks etc.) to model answers to real life problems that demonstrate this developing skill. Differentiation is developed by extending the number range from 100s to over 1,000 to cater for all students learning. Students will explore the connections between addition and subtraction using modelling and story problems. Fluent use of mental strategies

for addition and subtraction problems such as commutativity, building to 10, doubles, 10 facts and adding 10 will also be emphasised.

The students will also work with fractions, recognising and describing one-half as one of two equal parts of a whole. The teachers have planned activities with real life materials to ensure the students are using the language of counting and algebra in everyday situations.

In **Measurement** (AusVELS Measurement and Geometry) students will be comparing, ordering and measuring the length of objects using uniform and informal units. Students will use the mathematical language ‘shorter’, ‘longer’, ‘same as’, ‘narrow’, ‘wide’, ‘thick’, ‘thin’, ‘tall’, ‘close to’, etc to describe the difference between objects and when justifying the order of objects. They will also be measuring and comparing length using formal and informal units of measurement. Appropriate activities will be developed using unifix blocks, string, paper strips, hand span, feet, arm spans.

In **Statistics** and **Probability** students will explore the language of chance, identifying the outcomes of familiar events



and describing them using everyday language such as 'will happen', 'won't happen' or 'might happen.'

Towards the end of the term classes will be revising key concepts such as place value, partitioning of numbers, addition and subtraction, mental strategies, telling time to the half and quarter hour and describing duration of events using months, weeks, days and hours.

ICT

Information and Communication Technology

(ICT) will be integrated in all areas of the curriculum. Students are using a range of apps to share their learning, including Showbie, See-saw and Socrative. They are also using Edmodo to collaborate, as well as for homework. They will continue to use a variety of iPad applications to complement their Literacy and Numeracy learning. Literacy applications include RAZ Kids, Epic! and the PM eCollection for take home reading and Edmodo and See-saw for homework. In Numeracy, students will continue to use a range of applications including Mathletics to work on individual Numeracy goals. Students have been experimenting with iPad Applications, including but not limited to: 'Skitch', 'Toontastic', 'Padlet', 'Popplet', 'Flash Cards', '360Cities' (a virtual reality application), 'PicCollage' 'Splice', 'WordMania' and 'Edmodo'. Students will use a range of applications as part of their daily learning in the classroom. We would like to invite all parents to view and explore these applications with their child at home.

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 Staff – Annalise Michelle, and Anna.

Assistant Principal, Helen Welsh.

Specialist Curriculum Overview



Art

As students work towards the achievement of Level 1 standards in the Arts, they learn about a range of ways arts elements can be used to communicate experiences, observations and things imagined. They begin to select, arrange and make choices about ways of using arts elements, principles and/or conventions from individual arts disciplines as they investigate the use of skills, techniques, processes, media, materials, equipment and technologies relevant to the arts disciplines in which they are working.

To begin Term 4, we will be looking at the significance and meaning behind Aboriginal Art and how the use of symbols can portray a meaning without words. Grade one, will look particularly at the intriguing way Aboriginal people express their stories and history using a range of art forms through dance, decorating their bodies and using rock and natural forms to display their imagery.

We will inquire into the meaning behind their unique use of symbolism in their culture and what these mean depending on who and where they are from. Student's will develop this understanding by completing tasks that are designed to embed a deeper understanding of the artwork and allow the children to develop their own interpretation of Aboriginal symbols.

Students will use this knowledge to develop their own style of storytelling based on the symbols they have learnt and be given the opportunity to display their understanding through their final artworks. This being a painting based around their hand as a symbol of themselves with the addition of symbols that mean something to them or tell a story they wish to share. Students will also focus on learning the technique of dot painting in order to display an authentic piece of Aboriginal Art.

Along with their PYP inquiry topic, the PYP Learner Profile will be used to guide the children to understand how good learners learn and therefore take responsibility for their learning in the art room.

Miss O'Toole, Miss Cicivelli, Miss Hendry Specialist Art Teachers

Physical Education

At Level One, students 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 begin to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, and kicking, through a range of activities. Students also explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed.

Throughout Term Four, students will revisit all the Fundamental Motor Skills they have focussed on throughout this year. Each skill will be practiced, ensuring that students are using the correct technique, before all students will be assessed on their motor skill abilities. We will celebrate the end of the year with students' favourite games and activities.

Throughout every PE 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 PE.

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

Thank you,
PE Team.

Miss. Livori, Mr. Allan and Mr. Mills

Chinese-Mandarin

In Term Four of LOTE, students will continue to develop their thinking, communicating, knowledge, and inquiring skills in relation to reading, writing, speaking, and understanding Mandarin.

Grade One students will begin the term by learning about different colours. They will focus on the six colours of the rainbow (red 红色, orange 橙色, yellow 黄色, green 绿色, blue 蓝色, purple 紫色) as well as black 黑色 and white 白色. Students will engage in activities that encourage them to practise writing the different colours, as well as verbally introduce the colours using the sentence pattern 这是 (This is) which they have previously learnt. Following on from this unit, Grade One will begin an investigation into the topic of fruits. The focus vocabulary includes the common fruits of: apples 苹果; strawberries 草莓; grapes 葡萄; oranges 橙子; pears 梨; bananas 香蕉; watermelon 西瓜; pineapple 菠萝; and cherries 樱桃. Students will learn new sentence patterns which will help them to describe the colour of the fruits and which fruits they like.

Students will be encouraged to work individually and collaboratively with classmates to continue to develop their understanding of Mandarin, and practise their speaking, writing, and visual and aural recognitions through a range of activities such as writing sentences, interviewing classmates, and playing games. In class, the activities reflect all of the learner profiles. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are embedded in the teaching and learning.

Miss. Lee, Miss. Crystal and Miss. Tiffany

Drama

In Grade 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. During the 13-Week Drama program students 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.

Our focus for our first unit is 'Fractured Fairy-tales', students will present short group

performances using familiar Fairy-tales as a mentor text. To create these performances, we will work creatively to reinvent characters, settings and plots. Students will demonstrate an ability to select, arrange and express new ideas cooperatively. Students will work on expressing stories both verbally and using body language to create interesting characters, through improvisation, teamwork and performance planning and presenting.

Students will inquire into Celebrations through theatre. Researching different celebrations held around the world, and how Performing Arts is used in them, students will begin exploring cultural performances on the stage. Working collaboratively, each student will create and present their own unique performances based on a celebration of their choice.

The PYP Learner Profile will be used to guide the students understanding of how a good learner involves themselves in their learning, and therefore takes responsibility for their learning in the classroom. Students will be encouraged to develop the PYP Learner Profile attributes of being risk-takers with their learning, approaching new ideas with enthusiasm and curiosity.

Mr. Sean





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 PYP 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.

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.

Students will identify and perform basic rhythmic patterns and distinguish between, explore and use various instruments to produce contrasts in dynamics (loud/soft). They will also learn how to create a rap

song based on rhyming words and a simple beat using garage band.

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. As we continue this 13 week program, Grade One students will develop their understanding of the food groups and the importance of eating a balanced diet. Students will apply this knowledge into the creation of healthy lunchbox items, including dips and fruit snacks. Students will be encouraged to be independent learners by producing these recipes at home and incorporating them into their daily lunchbox. Across this program, students will also 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

PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful of 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.

Thanks,
Mr Ludewig