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|  | **Year 1 Term Overview** | Term 1  2024 |

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**Curriculum Focus**

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| **English** | **Mathematics** |
| **Narrative Recount**  **Writing and Creating**  Students will read a variety of rich texts and will share their ideas and make personal connections to the storyline. They will appropriately sequence events using text specific vocabulary.  Students will write simple sentences with sentence boundary punctuation and capital letters for proper nouns.  **Speaking and Listening**  Students will share ideas and retell or adapt familiar stories, recount events or experiences, and express opinions using a small number of details from learnt texts.  **Phonics**  **Students will participate in targeted daily phonics lessons based on PLD phonics program.** | **Number and Algebra**   * students demonstrate that numbers to 99 can be represented and composed in various ways * recognise patterns in the environment and choose ways of representing thinking when communicating with others |
| **Measurement and geometry:**   * use simple surveys to collect and sort data, based on a question of interest * recognise that data can be represented in different ways * explain patterns in the results |
| **Location: Space**   * use simple transformations, directions and pathways to move the positions of people and objects within a space |
| **Science** | **Humanities and Social Sciences** |
| * Day and Night * Weather * Changes to the sky and landscape. * The effects of change to the sky and landscape. * Changes in the local environment and share with others. | My changing life  *How has my family and daily life changed over time?*   * explore family structures and the roles of family members over time * recognise events that happened in the past may be memorable or have personal significance * identify and describe important dates and changes in their own lives |
| **Technologies** | **The Arts** |
| Students will follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems. This will involve programming a Bee-Bot to move to a desired point on a floor grid map. | **Drama:** In Drama, students explore role through familiar picture books.  Students perform as characters and depict situations by using facial expressions, movement and voice.  **Classroom music:** Students will perform, compose, and analyse music using the following musical elements:  **Rhythm:** Ta, Ti-ti; rhythmic patterns on percussion **Pitch:** in-tune singing; high and low notes; staff; melodic contour; steps and skips **Tempo:** Fast/Slow  **Visual Arts**  Students will experiment with warm and cool colours. |
| **Health and Physical Education** | **Japanese** |
| **Health:**  In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities. | Students respond to classroom instructions with appropriate actions.  Students learn the basics of Japanese sentence, pattern, structure and vocabulary through games, songs and activities relating to a topic of interest (pets). They develop the skills to discuss their own and others‘ pets by construction sentences such as ‘*This is my pet. It is a cat. It is cute*.  *.* |
| **Physical Education:**   * 1. **Locomotor/ Non – Locomotor skills** – revision of a variety of skills in sequence, when negotiating obstacles and in game situations on land and in water (development of freestyle/backstroke) * 2. Cross country run preparation |