









# Year One Curriculum Overview – Term 1, 2023

Below is a summary of the content to be covered in each Key Learning Area in Term 1

<p><b>Religious Education</b></p> 	<p>The children will continue to experience Religious Education through the implementation of the new curriculum by Inspiring their hearts and minds to know Christ and love learning through discovery.</p> <p>Through the discovery process, the person of Jesus will come alive for the students, they will see again, the example of his life, listen to his words, hear his invitation</p> <p>The children will;</p> <ul style="list-style-type: none"> <li>• Come to know and understand Prayer is about loving, speaking, listening and singing to God.</li> <li>• Engage in the different components of the Religious Education session with reverence and grace.</li> <li>• Express their understanding of scripture through words and actions.</li> <li>• Make connections between Jesus, scripture, liturgy, and prayer in their life.</li> </ul>
<p><b>English</b></p> 	<p>Students will be focusing on oral language, vocabulary, phonetic knowledge, reading fluency, reading comprehension, spelling, reading and understanding literature, creating written texts and handwriting.</p> <p>Students will be following the Heggerty's program to foster and enhance phonetic awareness and reading skills. Literacy blocks will consist of handwriting, reading, writing, dictation and guided reading.</p> <p>Students will explore the concept of context and how it shapes our viewpoints as readers and authors. Following this, students will explore narrative elements focusing on characters and how they are represented. Finally, students will identify and use persuasive techniques in writing.</p>
<p><b>Mathematics</b></p> 	<p>During Term 1, students will be exploring the various ways of representing whole numbers with a focus initially on using groups of ten to help structure quantities.</p> <p>Following this, students will explore two dimensional shapes, including an investigation of length and area. Students will also focus on how forming groups can assist with determining the total of an array.</p> <p>Finally, students will investigate the concepts of chance and data together, posing questions, gathering data and representing this data in various ways.</p>
<p><b>History</b></p> 	<p>Students will be investigating the big question: <b><i>How has the place we live in and how we live, changed over time?</i></b></p> <p>Within this, students will be focusing on the concepts of change, connection and community.</p> <p>Students will engage with resources to examine what life was like in Wyong 100 years ago and how it has changed. They will also participate in an excursion in the local area to explore the physical changes of the community of which we live in.</p> <p>Following this, students will examine how technology has changed over time and what its implications have been for how we live.</p>
<p><b>PDHPE</b></p> 	<p><b>PD/H Unit Title-Asking for help</b></p> <p>Students will identify and describe the feelings and warning signs that indicate they need help in a range of situations. They will recall and practice the help-seeking strategies they can employ when required through role-play.</p> <p><b>Key Inquiry Question: How can I act to help make my environment safe and healthy?</b></p> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can we be inclusive and respectful?</li> <li><input type="checkbox"/> How can I be responsible for my own, and others' health, safety and wellbeing?</li> <li><input type="checkbox"/> How can I act to help make my environments healthy, safe and active?</li> </ul> <p><b>PE/Sport Unit Title: Run, Jump, Throw</b></p> <p>This unit will focus on developing skills and understanding of the events children will compete in at our school athletics carnival and cross country. Children will revisit the fundamental motor skills they have developed and will use these to their development with various activities such as discus, shot put, long jump and cross country.</p>
<p><b>Creative Arts</b></p> 	<p><b>Local History and Plants (integrated unit)</b></p> <p>Throughout this unit, students will learn the techniques needed to create artwork depicting old days in comparison to now. Students will be introduced to old photography and use various techniques like collage and drawing. The artists we will be studying for this unit will be Vincent Van Gogh and Wayne Thiebaud. Styles of art that we will be focusing on- <b>Past time drawings, Old photographic medium showing perspective, Van Gogh's Sunflowers and Wayne Thiebaud (Pop Art) Cupcakes.</b></p>

## Specialist classes and Sport days

<b>1 Gold class</b>	<u>Tuesday:</u> Library and Sport	<u>Wednesday:</u> Japanese and Creative Arts	<u>Friday:</u> Sport
<b>1 Blue Class</b>	<u>Tuesday:</u> Sport	<u>Wednesday:</u> Japanese, Creative Arts and Library	<u>Friday:</u> Sport

### Communication with teacher:

Please use the student diary to communicate with your child's teacher. Diaries will be checked every day. Alternatively, please contact your child's teacher via email through the school office t [scw@dbb.catholic.edu.au](mailto:scw@dbb.catholic.edu.au) . Please understand that teachers may not be available to meet before and after school without a prior arranged meeting.

### Homework

Students must read every night, and this is to be recorded in the student diary. Readers will be sent from school at the appropriate level for your child. Soon Wushka log in details will be sent home and these online books may supplement your child's reading. Wushka texts will also be set to an appropriate level for your child.

MathsOnline details were sent home in Week 2 and weekly revision tasks will be set, to be completed by Friday of each week. If you are missing your child's login details, please put a note in their diary and we will attach them again.

At times there may be extra homework tasks sent home regarding other learning areas. This will be communicated to parents and carers via Compass.

## PBL – Positive Behaviour for Learning

<u>Term 1</u>	<u>Rule</u>	<u>Skill</u>
<b>Week 1 and 2</b>	Respect Others	Use a growth mindset
<b>Week 3 and 4</b>	Cooperate	Own our behaviour
<b>Week 5 and 6</b>	Act Safely	Be in the right place at the right time
<b>Week 7 and 8</b>	Act Safely	Use safe and caring actions
<b>Week 9 and 10</b>	Respect Others	Speak Respectfully

## IMPORTANT DATES

**Week 5:** Goal Setting Meetings this week

**8/3:** Local Area Excursion

**9/3** - Staff Development Day (Pupil Free Day)

**24/3** - Cross Country

**Week 9:** Wellbeing Week

**4/4** - School Photos

**6/4** - Athletics Carnival

We look forward to a wonderful term together,

**1 Gold** Mrs Annette Milne (Monday, Tuesday) and Mrs Tori Jones (Wednesday, Thursday, Friday)

**1 Blue** Miss Sarah McEwan