

St Paul's School Year 1 Term 2 Learning Outline

Subject	Summary of Content	How you can help your child
English	<p>Spelling/Phonics</p> <p>Letterland</p> <ul style="list-style-type: none"> • Consonant blends (l blends, r blends, s blends) • CVC words • Digraphs (sh, ch, th, wh beginnings) <p>Reading Strategies (Decoding)</p> <ul style="list-style-type: none"> • Sound out strategy • Small words inside big words • Self-correcting • Semantic cues • Rereading for meaning • Picture cues <p>Comprehension</p> <ul style="list-style-type: none"> • Guided Reading • Cloze Activities • Questioning • Short Answer Response • Sequencing • Predicting <p>High Frequency Words</p> <ul style="list-style-type: none"> • High Frequency Word List • Indigenous Vocabulary • Space Vocabulary <p>Writing and Designing</p> <p>Major Genre</p> <ul style="list-style-type: none"> • Retell of Aboriginal legend <p>Minor Genre</p> <ul style="list-style-type: none"> • Acrostic Poem • Recount <p>Writing Conventions</p> <ul style="list-style-type: none"> • Alphabetical Order • Capital Letters • Full Stops • Question Marks • Nouns • Verbs <p>Spelling</p> <ul style="list-style-type: none"> • Consonant blends • High Frequency Words • Challenge words <p>Handwriting</p> <ul style="list-style-type: none"> • Pencil Grip • Posture • Presentation • Year 1 writing lines <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Show and Tell/Sharing • Family/Chants/Poems 	<p>Reading</p> <ul style="list-style-type: none"> • Encourage your child to read daily. • Talk to your child about the book/s they are reading <ul style="list-style-type: none"> ○ What is happening? ○ Who are the characters? ○ What do they like/dislike about this book? • Daily practise of sight words. (old and new) • Encourage them to use decoding strategies. • Expose your child to a variety of books- recipe, magazines, comics, etc. • Read books about Space and Indigenous Cultures. <p>Writing</p> <ul style="list-style-type: none"> • When needed, assist your child to complete writing tasks in their Home Learning Book. • Encourage your child to learn their spelling words & strategies. (Look Say Cover Write Check) • Encourage free writing or self-selected topics. • Try writing using different genres. • Encourage the use of punctuation, especially capital letters and full stops. • Use conjunctions such as, and, so, but and because in sentences. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Assist with sharing topic to: <ul style="list-style-type: none"> ○ Establish good eye contact ○ Project voice loudly and with expression ○ Good body stance ○ Provide interesting facts ○ Hold props correctly
Maths	<p>Number & Algebra</p> <ul style="list-style-type: none"> • Counting – 2s, 5s, 10s • Patterning • More/Less; odd/even • Ordinal numbers to 10th • Place Value – tens and ones • Addition strategies – doubles; turnarounds <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Time- O'clock, duration; digital and analogue time • Seasons of the year; • Months of the year <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Graphing • Interpreting data • Chance and Data – likely/unlikely; certain; possible/impossible <p>Problem Solving</p> <ul style="list-style-type: none"> • Draw a picture or diagram • Act it out • Logical reasoning • Concrete materials 	<ul style="list-style-type: none"> • Encourage your child to go onto Mathletics at least three times/week, they should be doing assigned tasks, in addition to playing Mathletics Live • Talk to your child about what they are doing in class <p>Number Fact Strategies</p> <ul style="list-style-type: none"> • Count on 0,1,2,3 • Doubles • Skip counting in 2's, 5's, 10's • Telling o'clock and introducing half past (analogue/digital) • Recalling days of the week (starting with Sunday) • Yesterday/Today/Tomorrow • Calendar-Months • Place Value – bundling ice-block sticks into groups of 10. Leaving others singular as ones. <ul style="list-style-type: none"> ▪ 27 = 2 tens and 7 ones <p>Mathletics</p> <ul style="list-style-type: none"> • Core Tasks • Live Mathletics • Problem Solving • Rainforest Maths or Numeracy for Early Learners
Science	<p>Key topics- Objects in the Sky</p> <ul style="list-style-type: none"> • Exploring what is in the sky 	<ul style="list-style-type: none"> • Discuss objects in the sky with your child. Ask them questions about the key topics listed.

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	<ul style="list-style-type: none"> • Day sky and night sky • The Sun • The Moon • Seasons and weather • Shadows • Earth and Moon rotation around the Sun 	<ul style="list-style-type: none"> • Observe different phases of the moon. • Make your own sundial.
Humanities	<p>Indigenous Studies</p> <ul style="list-style-type: none"> • Extended Family Tree • Indigenous Culture • Aboriginal and Torres strait Islanders <ul style="list-style-type: none"> ○ Family structure ○ Dreamtime stories ○ Food ○ Tools ○ Shelter ○ Celebrations 	<ul style="list-style-type: none"> • Look at your own family tree. Where do aunts, uncles and cousins fit? • Read information books about indigenous Australians • Read Dreamtime stories. • Research information about Torres Strait Islands. • Compare lifestyles of indigenous and non-indigenous families
Music	<p>Year One students will be consolidating work from Prep; feeling the beat, singing correct pitches, recognising the difference between spoken and sung voice, moving to music. They will also build on their knowledge of the ukulele by beginning to play chords, as well as some single notes, and they will learn to recognise and interpret chord progressions. Students will play simple melodies on the xylophone and begin to recognise up to three notes in music notation.</p> <p>Students will be learning some of these concepts through playing and movement. Students will be actively creative in putting actions to songs whilst singing. Much of the repertoire this term has been chosen deliberately to enhance the learning Year 1s will do in their Science unit, and is themed around the concept of Space and the Planets.</p> <p>Most of all, Year One students will have fun making music both individually and in a group setting.</p>	<p>Encourage your child to listen to many different kinds of music, even by just tuning to a different radio station – there are classic rock stations, pop stations, world music stations and classic music stations on AM, FM and digital radio. Talk to your child about songs that have been important in your life, e.g. your favourite song when you were young, your wedding song, a song that reminds you of a person, etc.</p> <p>Make singing a natural part of every day, whether it is in the car on the way to school, while doing things around the house, part of your child's play or bedtime.</p> <p>Play some movement games with your child, even a simple hand clapping game such as "pat- a cake".</p>
Japanese	<p>Do you want to build an Alien?</p> <p>Students create and describe imaginary creatures (Aliens), including planet where the aliens come from and physical appearance and make an alien album on MS PowerPoint and report orally on their unique aliens.</p> <p>Students will be assessed formatively at check-in periods throughout the term and through summative assessment. Assessment is ongoing and is in the form of observations, checklists, one-on-one interviews with the teacher, role-plays and quizzes.</p>	<p>You can find your child's Year Level Log your child onto: NEW ST PAUL'S JAPANESE WEBSITE http://spsjapanese.wix.com/sps-japanese under "Year Levels" tab.</p> <p>Watch some videos and try some of the links to games and activities and have fun!!!!!! Have your child log on to the website at least twice per week.</p> <p>NEW STUDENTS : Try the "HIRAGANA PART 1" PAGE or "SPEAKING PART 1" PAGE At: http://spsjapanese.wix.com/sps-japanese</p>
Visual Culture	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> • Lauren Child inspired collage • Royal Character Portrait • Ceramic Pot <p>Please note that Visual Culture units in Junior School cover an entire semester of work rather than finishing up at the end of a term. This allows us to explore complex concepts, ideas and skills and gives the students time develop refined artworks in response to the ideas or inspiration that they have been given.</p> <p>Year 1 students have just completed their Lauren Child (Charlie and Lola author and illustrator) inspired collages. Each student has crafted a collage depicting themselves and a very special family member using a variety of patterned and coloured papers and, collage materials such as ribbon, rick-rack and buttons. The finished pieces are very colourful and full of personality and the students are very proud of them.</p> <p>Our next project will be a simple self-portrait that the students will transform into a Royal Portrait. Students examine examples of royal portraiture from around the world as inspiration for their artwork. Ink and brush are used initially to create an outline drawing of the student's face, neck and shoulders. Costume details such as ornate clothing, armour, crowns or tiaras are then added. Gouache (opaque water-based paint) is used to complete the portraits in vivid colour. Once the portraits are completed students will construct an ornamental gold frame using mixed media on pre-cut frames.</p> <p>Finally, the Year 1s will create a small ceramic pot using basic hand-building techniques such as pinching and coil construction. These</p>	<p>Formative Assessment: On-going observations and discussions, explorations of art media and techniques informed by kind, specific and helpful feedback</p> <p>Assessment Piece: Royal Character Portrait (focussing specifically on drawing and painting skills)</p>

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	will be decorated using ceramic under-glazes and fired in the kiln making them functional as well as beautiful art works.	
ICT	<p>ICT Skills:</p> <ul style="list-style-type: none"> • Logging onto the School Network • Navigating within a simple programme – 2 Simple, Tux Paint • Typing skills • Navigating the internet – Mathletics etc. • 2Create a super story – write an aboriginal dreaming story 	<ul style="list-style-type: none"> • Encourage your child to explore on the computer and navigate independently. • It is a good idea NOT to save web addresses and passwords to practise navigation and typing skills.
HPE	<p>PE - Control that ball In this unit, students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body. They will propose a range of alternatives and test their effectiveness when solving movement challenges.</p> <p>Health In this unit, children explore their roles and responsibilities now they are older – looking at foods they eat, games they play. They will explore how their bodies are growing and developing and the actions that keep them healthy, such as diet, hygiene and physical activity.</p>	<ul style="list-style-type: none"> • Encourage your child to play outside for 30 minutes a day. This will help them to discover the importance of being active and be creative in their play. • Encourage your child to show you what they have learnt in PE. Demonstrations in the backyard or in the lounge room encourage the students to become more confident and reinforce what they have learnt. • Promote a healthy and an active lifestyle. • Try to encourage your child to be active each day through example. • Discuss situations that happened at school and help them to create strategies to develop positive relationships. • Discuss ways to help other students who may be experiencing difficulties. • Encourage student responsibility for the foods they eat • Discuss actions to keep themselves healthy
RAVE	<p>Through the study of Old Testament readings students will develop an understanding of what it means to live God's Way. Students will learn about people who received promises from God and will come to understand that God's promises can always be trusted- God's love is unwavering. The essential truths of trust and promise are the key themes that link the readings as students explore what it means to live God's Way.</p> <p>Big problems, big solutions Genesis 1–11 Promises to Abraham Genesis 12:1–9 God chooses Jacob Genesis 25:19–34 Joseph—Jacob's son Genesis 29:31–30:24, 37 Joseph in Egypt Genesis 39–40 God's promises kept! Genesis 41–50 As we explore these readings we will relate the key understandings to our own lives.</p>	<p>Share prayer time with your child. Many Bible stories are available on line. These are a great springboard for discussion. The children are fascinated with the way people lived during the Old Testament times. Key dispositions that we aim to develop are questioning and curiosity.</p> <p><u>Questioning:</u> Engage your child in discussions and encourage them to ask questions. Through questioning we:</p> <ul style="list-style-type: none"> • seek the views and opinions of children; • provide an opportunity for them to share their opinions/views, seeking responses from their peers and adults • encourage creative thought and imaginative or innovative thinking; • foster speculation, hypothesis and idea/opinion forming; • create a sense of shared learning and decision making. <p><u>Curiosity:</u> Albert Einstein said: "I have no special talents. I am only passionately curious." The curious mind will explore and push the boundaries.</p>