

St Paul's School Learning Outline Year 1 Term 4

Subject	Summary of content	How you can help your child
English	<p>Reading</p> <p>Reading Strategies (Decoding)</p> <ul style="list-style-type: none"> • Small words inside big words (chunking) • Self-correcting • Semantic cues • Rereading for meaning • Picture cues <p>Comprehension</p> <ul style="list-style-type: none"> • Guided Reading • Cloze Activities • Questioning • Sequencing • Predicting <p>High Frequency Words</p> <ul style="list-style-type: none"> • High Frequency Word List • Minibeasts Vocabulary <p>Writing and Designing</p> <ul style="list-style-type: none"> • Major Genre <ul style="list-style-type: none"> ➢ Report Writing • Minor Genre <ul style="list-style-type: none"> ➢ Acrostic Poem ➢ Listing ➢ Recount ➢ What am I? <p>Writing Conventions</p> <ul style="list-style-type: none"> • Alphabetical Order • Punctuation – capitals, full stops, commas, question mark, exclamation marks • Compound Words • Listing using commas • Verbs –action words • Adjectives – describing words <p>Spelling</p> <ul style="list-style-type: none"> ➢ Word building – ed, ing ➢ Split digraphs – a-e, e-e, i-e, o-e, u-e <p>Handwriting: Beginner's Alphabet- Year 1 Lines</p> <ul style="list-style-type: none"> • Pencil Grip • Posture • Presentation <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Show and Tell/Sharing • Minibeasts Songs/ 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; 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 the decoding strategies • Expose your child to a variety of books- fiction and non- fiction. Discuss whether the information presented is fact or fiction. How do you know this? • 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. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Assist with Sharing Topic <ul style="list-style-type: none"> ➢ Eye contact ➢ Voice projection and expression ➢ Body stance ➢ Content ➢ Organisation

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Maths	<p>Number & Algebra</p> <ul style="list-style-type: none"> Counting forwards and backward up to 100 (from any number) Revising language of addition and subtraction, number fact strategies and fact families. Skip counting in 2's, 5's and 10's One more, one less, ten more, ten less Place Value – reading, writing, comparing, ordering 2 digit numbers Growing patterns Money – coin combinations <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Capacity- Measuring and comparing Some mapping and coordinates 2D and 3D Shapes Time – half past <p>Statistics and Probability</p> <ul style="list-style-type: none"> Graphing Surveys Tallying Interpreting data 	<p>Mathletics</p> <ul style="list-style-type: none"> ➤ Core Tasks ➤ Live Mathletics ➤ Problem Solving ➤ Rainforest Maths <p>Number Fact Strategies</p> <ul style="list-style-type: none"> ➤ Count On/Back ➤ Rainbow Facts ➤ Doubles and take away ➤ Skip counting in 2's, 5's and 10's <ul style="list-style-type: none"> Measuring everyday items (capacity). Don't forget to make it 'fair': <ul style="list-style-type: none"> ➔ For capacity, you need to level your measurement and choose an appropriate device Going Shopping – having children pay for items at the shop; counting their pocket money.
Science	<p><u>Schoolyard Safari</u></p> <ul style="list-style-type: none"> Introduction to Minibeasts Exploring Butterflies Exploring Snails Exploring Earthworms Exploring Beetles Exploring Spiders Research and write report on a minibeast 	<ul style="list-style-type: none"> Look for minibeasts in the garden and discuss body parts, habitat, food, movement Read simple non-fiction books about minibeasts Website: kids.nationalgeographic.com
Geography	<p><u>Place and Space</u></p> <ul style="list-style-type: none"> What is a place? What is a space? Can places and spaces change? How? Why? Redesign a playground using maps, coordinates and birds eye view Justifying plans and ideas 	<ul style="list-style-type: none"> Change a space a home. Does it work? Can children justify their answer? Draw maps of the house, neighbourhood using birds eye view. Visit google earth and google maps, take a birds eye view and then use the yellow man (bottom right on google maps) to get a street view.
ICT	<p><u>Operating</u></p> <ul style="list-style-type: none"> Logging on and off computer, shutting down etc Navigating to known websites, mathletics, scootle, kidspiration, 2 Create a Superstory Continue to develop mouse and typing skills Using Beebots to explore mapping and co-ordinates 	<ul style="list-style-type: none"> Student type passwords and navigate to mathletics Children log on and off mathletics independently, typing password not using computer memory. Plugging in headphones, using mathletics independently.

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Music	<p>Music</p> <p>Year One students will be improving their instrumental skills this semester, consolidating known ukulele chords in order to play full songs. Students will enjoy learning to play and sing songs that they have decided on as a class. There will also be a particular focus on improving vocal techniques (correct breathing, posture and phrasing), as well as consolidating known rhythms (ta, ti-ti and za) and learning new ones (great-big-whole-note and ta-aa). 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. 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>
HPE	<p>Aquatics</p> <p>In this unit, students will participate in a 6 week Learn to Swim Program that is implemented by the experts from Swim Solutions. Each child is assessed and put into a group where the learning experiences are designed to develop and build upon the existing skills of each individual. Students are monitored throughout the program and can move between ability groups to best cater for their development and progress. This program aims to teach pool safety, build confidence in water, improved efficiency in stroke technique, which will enable students to enjoy swimming for both recreation and competition.</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 recognise similarities and differences in individuals and groups and describe how these differences can be respected. ➤ Discuss to identify and practise emotional responses that reflect their own and others' feelings. ➤ Encourage discussion on ways to include others in activities ➤ Practise strategies to help them and others feel they belong.
Japanese	<p>Talking About My (Imaginary) Pet</p> <ul style="list-style-type: none"> • Introducing own pet/s • Describing pet • Listening for key words in 'story' • Recognising kanji 大 少 and Kanji numbers 1-10 • Recognising Hiragana words for animals and colours • Presenting information verbally using possessive particles. • Expressing factual information about colour and age • Whole word recognition of key words • Tracing and writing kanji, tracing hiragana words. <p>Assessment is ongoing and is in the form of observations, checklists, one-on-one interviews with the teacher, role-plays and quizzes.</p>	<p>Log your child onto : ST PAUL'S JAPANESE WEBSITE</p> <p>http://spsjapanese.wix.com/sps-japanese</p> <p>You can find you child's Year Level under "Year Levels" tab.</p> <p>Watch some videos and try some of the links to games and activities and have fun!!!!!!</p> <p>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</p> <p>At: http://spsjapanese.wix.com/sps-japanese</p>

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Art	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none">• Pirate Character Collage (completing work from Term 3)• Miro Painting• Miro Crazy Creature	<p>Please continue to encourage your child to tell you about the art work that they are completing each week.</p> <p>Last term the students finished little clay pots which have now been glazed and fired. I know that they are looking forward to bringing them home to you and being able to actually use them around the house.</p> <p>The students are currently completing their Pirate Character Collages that were started at the end of last term. Each character is so unique and full of personality! I know that the students are looking forward to sharing them with you very soon.</p> <p>Next the students will explore the work of Spanish Surrealist artist Joan Miro. Miro's work is the inspiration for a painting and construction project using a variety of drawing and painting media and techniques. The painting will be completed in three stages: a tonal background using acrylics, line and shape using oil pastel and black ink and finally colour using gouache. When the paintings are finished the students will design and construct a colourful, surreal creature, inspired by the creatures in Miro's work. These artworks will have articulated limbs using split pins to allow for movement.</p>
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RAVE	<p>This term we pick up on the big rescue story in Exodus. We start with recalling the readings to date and considering the importance of rules and why we need them. We look at special places and how God asked Moses to build the tabernacle. We then explore the journey into the Promised Land.</p> <p>Finally, we consider the greatest story, that of the birth of Jesus.</p> <p>Whilst reading the Bible we link our new understanding to our lives and consider how important it is to build love and trust.</p>	<p>How you can help at home:</p> <p>Share prayer time with your child and engage them in discussions.</p> <p>Children may wish to explore online Bible stories. The Beginners Bible is a great starting point. The story of Moses can be found:</p> <p>https://www.youtube.com/watch?v=65KgsHvFKd4</p> <p>Bibles: A selection of Children's Bibles are available in our school library. Students are welcome to borrow these.</p> <p>Songs: As we head towards Christmas it would be wonderful to start learning some Christmas carols. YouTube has many to choose from.</p>
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