

MARONITE COLLEGE OF THE HOLY FAMILY



Grade Curriculum Notes: Year 1

2018

Teaching Staff

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Curriculum Notes

Homework:

Your child should be spending 40 minutes on homework each night as well as spending 15-20 minutes reading.

Monday	Spelling, Arabic, Home Reader, Magic Sight Words and English page from Homework Book.
Tuesday	Spelling, Arabic, Home Reader, Magic Sight Words and Maths page from Homework Book.
Wednesday	Spelling, Arabic, Home Reader, Magic Sight Words and Journal Writing.
Thursday	Spelling, Arabic, Home Reader and Magic Sight Words

English/Mathematics: Some of the key concepts covered in English and Mathematics include:

	Term 1	Term 2	Term 3	Term 4
English	<p>Reading Menu Board- The children are placed in levelled groups. Reading and Writing activities are completed during this time. Modelled Reading- Big Books, whole class activities. Phonics- Phonics is integrated in reading/writing activities. Grammar- Formally taught and integrated in reading/writing activities. Writing- The students will be focusing on a range of Informative, Imaginative and Persuasive text types. Spelling- New list each week- integrated with Phonics. Handwriting- Modelled and Independent. Talking and Listening- News/ class presentations. Integrated across all subject areas (Directed listening, personal response, research and reporting).</p>			
Mathematics	<p>In Mathematics, the teaching and learning activities are ongoing and planned around the syllabus strands. The syllabus strands are:</p> <ul style="list-style-type: none"> - Working Mathematically - Number and Algebra - Statistics and Probability - Measurement and Geometry 			

Integrated Units: The following units are covered throughout the year:

	Term 1	Term 2	Term 3	Term 4
Religion	<p>Senses- Our gift from God</p> <p>Lent- Growing together</p> <p>Easter- Season together.</p>	<p>Easter Season – Together</p> <p>Mission- Sharing with others as Jesus showed us.</p> <p>Stories of Jesus</p>	<p>Baptism</p> <p>Jesus is our friend</p>	<p>Advent- Getting ready for Jesus</p> <p>Christmas- Celebrating Jesus’ Birth</p>
Geography/History/Science	<p>Science:</p> <p>Material World: Spot the Difference</p> <p>Physical World: Look! Listen!</p>	<p>History:</p> <p>Present and Past Family Life</p>	<p>Geography:</p> <p>Features of Places</p>	<p>Science:</p> <p>Living World: Schoolyard Safari</p> <p>Earth & Space: Up, Down and All Around</p>
Creative Arts	<p>Music: Duration and Structure. Dynamics and Pitch</p> <p>Visual Arts: Picasso painting, Easter craft, Monet Easter Egg</p>	<p>Visual Arts: Anzac Day Poppy flower. Dragon Dance mask</p> <p>Drama: Improvisation, Story Telling, Movement</p> <p>Dance: Relationship, Space, Action and Dynamics</p>	<p>Music: Dynamics, Tone Colour, Structure</p> <p>Visual Arts: Aboriginal – Photography, Painting, Fibre, Sculpture and 3D, Drawing</p>	<p>Drama: Play Building Mime, Puppetry, Movement and Story Telling, Improvisation and Readers Theatre</p> <p>Dance: Annual Concert-Action, Dynamics, Time, Space, Relationships & Structure</p>

PDHPE	Personal Development & Health -Safe Living Rules, safety (Pedestrian, car, bus and bicycle).	Personal Development & Health -Active Lifestyle Physical Activity and Nutrition.	Personal Development & Health -Interpersonal Relationships Expressing needs and feelings	Personal Development & Health -Growth & Development -Personal Health Choices sun safety and Personal Hygiene
	Physical Education Gymnastics	Physical Education Athletics skills	Physical Education Effects of Physical Activity	Physical Education Composition

Term 1 Overview

Below is a term overview for the work carried out for each subject in Year One. You will also receive a similar outline at the beginning of terms 2, 3 and 4.

KLA	Outcome Description	Unit Outline
English	<p><u>Speaking and Listening</u> EN1-1A Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.</p> <p>EN1-6B Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts.</p> <p><u>Reading and viewing:</u> EN1-1A Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.</p> <p>EN1-4A Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.</p>	<p><u>Speaking and Listening</u> The students will be asking questions to seek clarifications, interact in conversations, listen to events and recall events. Students will participate and implement their listening and talking skills in both formal and informal situations in which listening tasks will be completed. Speaking and listening is integrated across all key learning areas which will involve the students to speak directly to their peers, through the form of group work, provide their own personal response to a topic, as well as listening and following set instructions by the class teacher.</p> <p><u>Reading and viewing:</u> <u>Guided Reading Menu Board</u> - The children are levelled. Reading and activities are completed during this time.</p> <p><u>Modelled Reading:</u> - Dragon Dance - Riley and the Curious Koala -Multimodal texts</p> <p><u>Modelled and Independent Reading</u> Teachers model reading practises throughout all areas of the curriculum. In this way students are</p>

	<p><u>Writing and Representing:</u></p> <p>EN1-2A Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.</p> <p>EN1-10C Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.</p> <p>EN1-11D Responds to and composes a range of texts about familiar aspects of the world and their own experiences.</p> <p>EN1-3A Composes texts using letters of consistent size and slope and uses digital technologies.</p> <p>EN1-5A Uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words.</p>	<p>exposed to practises such as self-correcting, the use of expression and oral comprehension.</p> <p>Students are given many opportunities to read independently and practise their reading skills whilst developing enthusiasm for books.</p> <p><u>Writing and Representing:</u></p> <p>Students will revise how to write sentences using the correct tense and grammar and punctuation rules. Students will be covering Informative, Persuasive and Imaginative writing.</p> <p><u>Handwriting</u></p> <p>Handwriting lessons are modelled using the text 'Targeting Handwriting- Book One'. Students are taught using the NSW Foundation Style. Students will focus on the letters l, t, i, x, z, f, j</p> <p><u>Phonics</u></p> <p>Phonics is integrated in reading and writing activities on a daily basis. Students will be encouraged to use their knowledge of blend and married family sounds to assist in their reading and writing. The sounds that the children will cover this term are: sh, ch, th, ng, qu, ar, ff, ll</p> <p><u>Spelling</u></p> <p>Students are given a new spelling list at the beginning of each week and will be tested on their spelling words on Friday. Each student will have their own set quota and will move up a quota after achieving full marks over two consecutive weeks. The Look, Say, Cover, Write, Check method will be encouraged to develop children's visual memory technique.</p>
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	<p>EN1-9B Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts.</p>	<p>Grammar - Formally taught and integrated in reading/writing activities. Some concepts include:</p> <ul style="list-style-type: none"> • Pronouns • Adjectives • Questions/Statements • Plurals • Common and Proper Nouns • Alphabetical Order • Indefinite Articles • Capital letters and Full stops
<p>Mathematics</p>	<p><u>NUMBER AND ALGEBRA:</u> <u>Whole Numbers</u></p> <p>MA1-1WM describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols</p> <p>MA1-2WM uses objects, diagrams and technology to explore mathematical problems</p> <p>MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained</p> <p>MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers</p> <p><u>Addition</u></p> <p>MA1-1WM describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols</p> <p>MA1-2WM uses objects, diagrams and technology to explore mathematical problems</p> <p>MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained</p>	<p><u>NUMBER AND ALGEBRA:</u> <u>Whole Numbers</u></p> <ul style="list-style-type: none"> - Counting forwards and backwards by ones from a two digit number. - Identifying the number before and the number after a two digit number. - Ordering numbers - Records number sentences using drawings, numerals, symbols and words. - Modelling multiplication as equal groups or as an array of equal rows. - Modelling and describing half and a quarter of a whole object. - Recognises the element of chance in familiar daily activities. <p><u>Addition</u></p> <ul style="list-style-type: none"> - Represent and solve simple addition and subtraction problems using a range of strategies, including counting on, partitioning and rearranging parts - use concrete materials to model addition and subtraction problems involving one- and two-digit numbers - create, record and recognise combinations of two numbers that add to numbers up to and including 9

	<p>MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers</p> <p><u>Fractions and Decimals</u></p> <p>MA1-1WM describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols</p> <p>MA1-7NA represents and models halves, quarters and eighths</p> <p><u>MEASUREMENT AND GEOMETRY:</u></p> <p><u>2-Dimensional and 3-Dimensional Space</u></p> <p>MA1-1WM describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols</p> <p>MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained</p> <p>MA1-15MG manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons</p> <p>MA1-1WM describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols</p> <p>MA1-14MG sorts, describes, represents and recognises familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms</p> <p><u>STATISTICS AND PROBABILITY:</u></p> <p><u>Data</u></p> <p>MA1-1WM describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols</p>	<ul style="list-style-type: none"> - use and record a range of mental strategies to solve addition and subtraction problems involving one- and two-digit numbers <p><u>Fractions and Decimals</u></p> <ul style="list-style-type: none"> - Recognise and describe one-half as one of two equal parts of a whole - describe parts of a whole object as 'about a half', 'more than a half' or 'less than a half' - record two equal parts of a collection, and the relationship of the parts to the whole, using pictures and fraction notation for half <p><u>MEASUREMENT AND GEOMETRY:</u></p> <p><u>2-Dimensional and 3-Dimensional Space</u></p> <ul style="list-style-type: none"> - Identify, name, compare and represent hexagons, rhombuses and trapeziums. - Identify shapes found in pictures and the environment. - Uses the terms 'sides' and 'corners' to describe the features of 2D shapes. - Recognise and classify familiar three-dimensional objects using obvious features - identify and name familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms, from a collection of everyday objects - identify cones, cubes, cylinders and prisms when drawn in different orientations <p><u>STATISTICS AND PROBABILITY:</u></p> <p><u>Data</u></p> <ul style="list-style-type: none"> - Gathers and record data using tally marks. Display picture graphs using pictorial representations. - investigate a matter of interest by choosing suitable questions to obtain appropriate data
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	<p>MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained</p> <p>MA1-17SP gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results</p>	<ul style="list-style-type: none"> - Represent data with objects and drawings where one object or drawing represents one data value and describe the displays
<p>Religion</p> <p>Studies in Religion are based on Christianity and in particular the Maronite faith. The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings.</p>	<p>Senses – Our gift from God. (11C1)</p> <p>Lent – Growing together. (11 C2)</p> <p>Easter- Season together. (11 3)</p> <p>The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta.</p>	<ul style="list-style-type: none"> - The children will be learning to appreciate their five senses and to use these to do good things for themselves and others. - The students prepare for Easter in a time to share the gift of ourselves with others and to be good like Jesus. - The preparation of new life through the resurrection of Jesus and to continue to grow and work at becoming good Christians.
<p>Science</p>	<p>Physical Sciences – Look! Listen!</p> <p>ST1-6PW Describes some sources of light and sound that they sense in their daily lives</p> <p>ST1-4WS Investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know.</p> <p>STE-5WT uses a simple design process to produce solutions with identified purposes</p> <p>Chemical Sciences – Spot the Difference</p> <p>ST1-12MW identifies ways that everyday materials can be physically changed and combined for a particular purpose.</p> <p>ST1-4WS Investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know.</p> <p>STE-5WT uses a simple design process to produce solutions with identified purposes</p>	<p>Physical Sciences – Look! Listen!</p> <p>Students will explore sources of light and sound, how they are produced and how light and sound travel. The role of light and sound in our lives and our community is developed through a series of collaborative inquiry-based learning activities.</p> <p>Chemical Sciences – Spot the Difference</p> <p>This unit explores every day materials that can be physically changed by actions and force. Students explore the features and properties of different materials and their purpose. Throughout the unit students predict the changes that the materials undergo when a certain force is applied to it then compare their observation with their predictions.</p>
<p>Personal Development, Health & Physical Education</p>	<p>COS1.1 communicates appropriately in a variety of ways</p> <p>DMS1.2 recalls past experiences in making decisions</p>	<p>Safe Living</p> <p>Rules, safety (pedestrian, car, bus and bicycle).</p> <ul style="list-style-type: none"> - compares the characteristics of places where students feel safe and unsafe - identifies things needed to play safely,

