Maronite College of the Holy Family



**Grade Curriculum Notes: Year 1**

***2019***

***Teaching Staff***

***Grade: Year One***

***Stage Coordinator Mrs Vrontas***

***Grade Teachers : Miss Redden***

***Ms Hatem***  
 ***Ms Khodeir***

***Miss Njeim***

***Integration/EAL/D Teachers: Ms Maxwell***

***Mrs Pantaleone***

***Arabic Teachers: Mrs Zaiter***

***Mrs Sassine***

***Mrs Chalhoub***

***Mrs Fares***

***Learning Support Staff: Mrs El Asmar***

***Learning Centre Supervisor: Mrs Le Merle/ Ms Hort***

**Curriculum Notes**

Homework:

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

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| 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:

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| --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **English** | **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). | | | |
| **Mathematics** | In Mathematics, the teaching and learning activities are ongoing and planned around the syllabus strands. The syllabus strands are:   * Working Mathematically * Number and Algebra * Place Value * 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** | Senses- Our gift from God  Lent- Growing together  Easter- Season together. | Easter Season –Together  Mission- Sharing with others as Jesus showed us.  Stories of Jesus | Baptism  Jesus is our friend | Advent- Getting ready for Jesus  Christmas- Celebrating Jesus’ Birth |
| **Geography/History/**  **Science** | **Science:**  Material World | **History:**  Present and Past Family Life | **Geography:**  Features of Places | **Science:**  Earth & Space |
| **Creative Arts** | Music: Duration and Structure. Dynamics and Pitch  Visual Arts: Picasso painting, Easter craft, Monet Easter Egg | Visual Arts: Anzac Day Poppy flower. Dragon Dance mask  Drama: Improvisation, Story Telling, Movement  Dance: Relationship, Space, Action and Dynamics | Music: Dynamics,  Tone Colour, Structure  Visual Arts: Aboriginal –Photography, Painting, Fibre, Sculpture and 3D,  Drawing | Drama: Play Building  Mime, Puppetry, Movement and Story Telling, Improvisation and Readers Theatre  Dance: Annual Concert- Action, Dynamics, Time, Space, Relationships & Structure |
| **PDHPE** | **Personal Development & Health**  -Safe Living  Rules, safety  (Pedestrian, car, bus and bicycle).  **Physical Education**  Gymnastics | **Personal Development & Health**  -Active Lifestyle Physical Activity and Nutrition.  **Physical Education**  Athletics skills | **Personal Development & Health**  -Interpersonal Relationships Expressing needs and feelings  **Physical Education**  Effects of Physical Activity | **Personal Development & Health**  -Growth & Development  -Personal Health Choices  sun safety and Personal Hygiene  **Physical Education**  Composition |

Other:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 Green | 1 Lilac | 1 Silver | 1 Gold |
| Learning Centre Lesson | Monday  9:00-9:30 | Monday  9:30-10:00 | Tuesday  9:30-10:00 | Tuesday  9:00-9:30 |
| Borrowing | Wednesday  1:30 | Tuesday  9:00 | Tuesday  2:15 | Wednesday  2:00 |
| Arabic | All Year 1 classes Monday – Friday, 11:50 – 12:20pm | | | |

**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.

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| --- | --- | --- |
| KLA | Outcome Description | Unit Outline |
| ***English*** | **Speaking and Listening**  **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.  **EN1-6B** Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts.  **Reading and viewing:**  **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.  **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.  **Writing and Representing:**  **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.    **EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.  **EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences.  **EN1-3A** Composes texts using letters of consisted size and slope and uses digital technologies.  **EN1-5A** Uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words.  **EN1-9B** Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts. | **Speaking and Listening**  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.  **Reading and viewing:**  **Guided Reading Menu Board**  - The children are levelled. Reading and activities are completed during this time.  **Modelled Reading**:  - Dragon Dance  - Riley and the Curious Koala  -Multimodal texts  **Modelled and Independent Reading**  Teachers model reading practises throughout all areas of the curriculum. In this way students are exposed to practises such as self-correcting, the use of expression and oral comprehension.  Students are given many opportunities to read independently and practise their reading skills whilst developing enthusiasm for books.  **Writing and Representing:**  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.  **Handwriting**  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  **Phonics**  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  **Spelling**  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.  **Grammar** - Formally taught and integrated in reading/writing activities. Some concepts include:   * Pronouns * Adjectives * Questions/Statements * Plurals * Common and Proper Nouns * Alphabetical Order * Indefinite Articles * Capital letters and Full stops |
| ***Mathematics*** | **NUMBER AND ALGEBRA:**  **Whole Numbers**  **MA1-1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols  **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems  **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained  **MA1-4NA** applies place value, informally, to count, order, read and represent two- and three-digit numbers  **Addition**  **MA1-1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols  **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems  **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained  **MA1-5NA** uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers  **Fractions and Decimals**  **MA1-1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols  **MA1-7NA** represents and models halves, quarters and eighths  **MEASUREMENT AND GEOMETRY:**  **2-Dimensional and 3-Dimensional Space**  **MA1-1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols  **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained  **MA1-15MG** manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons  **MA1-1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols  **MA1-14MG** sorts, describes, represents and recognises familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms  **STATISTICS AND PROBABILITY:**  **Data**  **MA1-1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols  **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained  **MA1-17SP** gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results | **NUMBER AND ALGEBRA:**  **Whole Numbers**   * 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.   **Addition**   * 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 * use and record a range of mental strategies to solve addition and subtraction problems involving one- and two-digit numbers   **Fractions and Decimals**   * 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   **MEASUREMENT AND GEOMETRY:**  **2-Dimensional and 3-Dimensional Space**   * 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   **STATISTICS AND PROBABILITY:**  **Data**   * 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 * Represent data with objects and drawings where one object or drawing represents one data value and describe the displays |
| ***Religion***  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. | **Senses** – Our gift from God.  (11C1)  **Lent -** Growing together.  (11 C2)  **Easter**- Season together.   1. 3)   The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta. | - 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. |
| ***Science***  ***Science & Technonlogy*** | **Digital Technology**  **ST1-2DP-T** uses materials, tools and equipment to develop solutions for a need or opportunity.  **ST1-11DI-T** identifies the components of digital systems and explores how data is represented. | **Digital Technology**  This unit focuses on digital systems and their components. Students develop understandings of digital systems (hardware and software) when they use some key functions to undertake authentic curriculum tasks. In this unit, students will be exposed to a modelled approach that supports them to understand how to match familiar forms of software and hardware with their purpose. Students use materials such as modelling clay or boxes to construct/ build their own digital systems such as a desktop computer, tablet device, laptop or smartphone and identify their uses in our everyday lives. Students also learn how to communicate, collaborate and share information safely, using digital systems, for example, email or an online collaboration tool such as Seesaw. |
| ***Personal Development, Health & Physical Education***  **Gymnastics** | **COS1.1** communicates appropriately in a variety of ways  **DMS1.2** recalls past experiences in making decisions  **PSS1.5** draws on past experiences to solve familiar problems  **SLS1.13** recognises that their safety depends on the environment and the behaviour of themselves and others  **V4** - increasingly accepts responsibility for personal and community health  **MOS1.4** demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations  **ALS1.6** participates in physical activity, recognising that it can be both enjoyable and important for health  **GSS1.8** performs fundamental movement skills with equipment in minor games | **Safe Living**  Rules, safety (pedestrian, car, bus and bicycle).  *-* compares the characteristics of places  where students feel safe and unsafe  - identifies things needed to play safely,  E.g. helmets for bike riding, wearing seatbelts in cars and road safety.  -describes what is needed for them to travel to and from school safely and practises these things for example holding hands with adults to cross the road, in car parks, Stop! Think! Do!  **Gymnastics**  The focus of this strand is on initial movement exploration leading to the acquisition of some preliminary gymnastics skills. Students investigate and succeed in a wide variety of movement experiences and challenges, developing skill, demonstrating control and exploring the ways in which the body can move. |
| ***Visual Arts***  ***Music*** | **VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.  **VAS1.2** Uses the forms to make artworks according to varying requirements.  **VAS1.3** Realises what artists do, who they are and what they make.  **VAS1.4** Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.  **MUS1.1** Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.  **MUS1.2** Explores, creates, selects and organises sound in simple structures.  **MUS1.3** Uses symbol systems to represent sounds.  **MUS1.4** Responds to a range of music, expressing likes and dislikes and the reasons for these choices. | The children view and then make their own work based on the formations that Picasso did. Students create an Easter egg using paper mache.  Students are having fun learning games and songs which explore the concept of the beat in Music. They are exploring the concepts of dynamics, pitch and movement. |