Our Week in Year One

Week 2

Term Three 2016

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Folders and Portfolios need to be returned to the classroom as soon as possible.
I have attached the Overview for Term Three for those who would like to view it.
I will be hearing children read individually each morning from 8.30 except Fridays.

Research Presentation.
These presentations continue this term on a Thursday. We will follow the same format. Each child should have about two/three opportunities a year.

Our overall theme this term is Time, Continuity and Change integrating Geography. The students will engage in activities and literature that shows examples of this concept. We begin with the books by Jeannie Baker.

Literacy.
‘Where the Forest Meets the Sea’ by Jeannie Baker.
When a young boy visits a tropical rain forest, he pretends it is a long time ago and that extinct and rare animals live in the forest, and aboriginal children play there. But how much longer will the rainforest remain, he wonders?
This will continue our study of how places change over time. Our creative text will integrate History, Geography and Art.

Religion.
We continue Eucharist. Growing and Changing. This will compliment our theme of Time and Change. This week we look at how Jesus grew and changed. We are using I-pads to create text to explain what Eucharist means to us.

Spelling.
Words for the week
It funny see let was
We will add these to our ‘daily five’ list. As well as completing the words in their spelling books, each student will be given a sheet of paper at the start of the week. Each night, they are to choose one spelling word and make a sentence containing that word.

IT: This term I am setting tasks for the children to complete on the I-pads. The tasks will be focused on creating text. The children will have the opportunity to begin to use the keypad to write short text. I am hoping to store the text to show progress. I am also hoping to join with the Year Three class to begin
some ‘coding’ activities.

Health and Safety.

This week we begin looking at safety in our environment. We discuss safety in the kitchen. You could follow-up at home by discussing what has been talked about in class.

Reading Groups.
Another cycle of testing, teaching and levelling the students for reading will begin early Term Three. Children will be heard individually.

Mathematics.

Our focus for this term is Probability, Data, Chance and Money.

Any questions or discussions please make an appointment time to see me. I am always happy to chat with you about your child’s progress.

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Overview for Year One Term 3.
Overall Theme: Time, Continuity and Change. The Environment, Natural and Man Made Resources.
Continuing our Focus on creating Narrative.

**Religious Education.**
- Love and Church
- Baptism I am Special
- Loving Others.

**English. Integrated Learning Areas Featuring the stories by Jeannie Baker**

1. Discuss how authors create characters using language and images.
   - Read and discuss a series of stories written by Jeannie Baker. Integrate art-work to enhance meaning and engagement in topic.
2. Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experience.
   - Children engage in simple written activities that express their ideas and personal response to a story.
3. Discuss features of plot, character and setting in our stories by Jeannie Baker.

- **Creating Literature.**
  - Recreate texts imaginatively using drawing/writing/responding to simple texts based on stories by Jeannie Baker.

**Language for Interaction**

1. Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions.
   - Discuss how the author, Jeannie Baker, communicates the character's feelings and the events and changes that occur in the story. What feelings are communicated in this story.
2. Understand patterns of repetition and contrast in simple texts.
   - Read and experience these patterns in the stories we read each week.
3. Understand concepts about print and screen, including how different types of texts are organised using page numbering.
   - Guided reading and understanding how to 'manage' a book and other printed texts. Expressing and developing ideas. Focus on fluency when reading, look at each child to determine where they need help.

**Phonics and word knowledge**

1. Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words.
2. Focus on vowels and simple CV words. Learn the common digraphs.
3. Begin to learn how to spell two and three syllable words with common letter patterns as well as words with digraphs. Spelling Programme using Diana Rigg assessments and programme.

**Interacting with Others**

1. Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. Present 'research' to class.
   - Dairy keeping and sharing Monday Mornings.
2. Group activities, establishing groups and completing set tasks cooperatively in small groups.
3. Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace.
   - Learning to take turns and listen to each other.
4. Beginning to read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading.
5. Guided Reading/fluency is our main focus this term.
6. Beginning to use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.

**Creating Texts**

1. Beginning to create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar.

**Mathematics.** Focus; number lines, Money, Probability and Chance, review time half hour and hour.
Number Stories.

**NUMBER AND PLACE VALUE.**
1. Develop confidence with number sequences to and from 30 by ones from any starting point. Skip count by fives and tens.
2. Recognise, model, read, write and order numbers to at 100. Locate these numbers on a number line.
3. Count collections to 100 by partitioning numbers using place value.
4. Investigate and describe number and object patterns formed by skip-counting.
5. Money coin value adding and taking away amounts of money.
6. Number stories

**Measurement and Geometry**
1. Describe duration using months, weeks, days and hours.

**SHAPE**
1. Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features.
2. Tessellation.

**DATA REPRESENTATION AND INTERPRETATION**
1. Choose simple questions and gather responses and make simple inferences.
2. Collecting data.
3. Probability and chance, what might happen and what won’t happen.

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**Humanities and Social Sciences/Geography, History.**

**Time Continuity and Change.**

**Knowledge and understanding**

1. **HISTORY**
   1. Personal and family histories
      1. How people change over time.
      2. How places change over time.
   2. Humanities and Social Sciences skills: Natural and Man Made Resources.
      1. The difference between natural and man made.
      2. Managed places and environments.
      3. The natural environment and why we must look after it.
      5. Differences between countries and places.

**QUESTIONING AND RESEARCHING**
1. Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share).

**EVALUATING**
1. Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions).
2. Participate in decision-making processes (e.g. engage in group discussions, make shared decisions).

**COMMUNICATING AND REFLECTING**
1. Share observations and ideas, using everyday language (e.g. oral retell).
2. Reflect on learning (e.g. drawings, discussions).

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**Visual Arts**

**Drama**

**IDEAS**

Use of dramatic action to sequence events to communicate an idea or message.
1. Exploration and experimentation of the three (3) elements of drama:
   - Voice (loud, soft, varying loud and soft).
   - Movement (big, small, use of facial expressions).
   - Role (fictional character) to create drama.
2. Using our themed books and stories, use of known stories and personal experience to create drama with simple objects and available technologies.

**Responding**
Audience behaviour (paying attention to the development of a story) when viewing drama.
Health
Safety at home.
Environmental safety.