

# :Term 4 Curriculum Overview

## Year One

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 October 7	Subtraction Chance	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Grammar and Punctuation Conventions: Spelling Organisation Word Choice Sentence Fluency Voice Presentations	<p><b><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></b></p> <p><b>Value focus: Respect</b> <b>Fortnightly behaviour foci:</b></p> <ul style="list-style-type: none"> <li>● Be courteous</li> <li>● Be fair</li> <li>● Take care of the environment</li> <li>● Take care of self and others</li> <li>● Take care of equipment</li> <li>● Revision</li> </ul> <p><b><u>RESILIENCE, RIGHTS &amp; RESPECTFUL RELATIONSHIPS</u></b></p> <p>Topic 8: Positive gender-relations</p>	<p style="text-align: center;"><b>Science</b></p> <p><i>'People use science in their daily lives. We can see changes in the sky and the Earth.'</i></p> <p><i>I can observe changes that occur in the sky and Earth.</i></p> <p><i>I understand how people use science in their daily lives.</i></p> <p><i>I understand the Earth's resources are used in a variety of ways.</i></p> <p><i>I can participate in guided investigations, including making observations using the senses, to explore and answer questions.</i></p> <p><i>I can collect informal measurements using a range of methods (including drawings and provided tables), to record and sort observations</i></p>
Week 2 EVENT	<b>YEAR 1 SWIMMING PROGRAM</b>				
Week 2 October 14	Subtraction Addition Chance Length	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Grammar and Punctuation Conventions: Spelling Organisation Word Choice Sentence Fluency Voice Presentations		
Week 3 October 21	Patterns Length	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Grammar and Punctuation Conventions: Spelling Organisation Word Choice Sentence Fluency Voice Presentations		
Week 4 October 28	Patterns Mass	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Grammar and Punctuation Conventions: Spelling Organisation Word Choice Sentence Fluency Voice Presentations		
Week 5 November 4	Patterns Mass	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Grammar and Punctuation Conventions: Spelling Organisation Word Choice Sentence Fluency Voice Presentations		
Week 6 November 11	Capacity Division	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Grammar and Punctuation Conventions: Spelling Organisation Word Choice Sentence Fluency		

			Voice Presentations		
<b>Week 7</b> November 18	Capacity Division	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Grammar and Punctuation Conventions: Spelling Word Choice Sentence Fluency Voice Presentations		
<b>Week 8</b> November 25	Division Multiplication	Decoding & MSV Comprehension Fluency Text Structure and Purpose	Ideas Grammar and Punctuation Conventions: Spelling Word Choice Sentence Fluency Voice Presentations		
<b>Week 9</b> December 2	<i>Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.</i>	<i>Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.</i>	<i>Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.</i>		
<b>Week 10</b> December 9					
<b>Week 11</b> December 16					

*Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.*

*Where learning cycles are outlined to be completed is where post-testing is likely to occur.*

*Teaching teams also engage with formative assessment throughout learning cycles with students.*

## Term 4 Curriculum Overview: Mathematics

Year One

	<b>Essential Learning</b>	<b>Learning Targets</b>
Week 1-2	<b>Subtraction</b> Students solve a range of subtraction problems using written and mental strategies.	<ul style="list-style-type: none"> <li>→ I can solve subtraction problems, with a whole that is 40 or less, using a range of strategies.</li> <li>→ I can recall and use subtraction facts from 10 fluently</li> <li>→ I can read, write and interpret subtraction number sentences using - and = symbols</li> </ul>
	<b>Chance</b> Students use the language of chance to describe the likelihood of everyday events occurring.	<ul style="list-style-type: none"> <li>→ I can use my understanding of chance to solve everyday problems</li> <li>→ I can justify why I have described the chance of an event using the language I have chosen</li> <li>→ I can describe the chance of everyday events happening, using the language of 'will happen', 'won't happen' and 'might happen'</li> </ul>
Week 2	<b>Addition</b> Students solve a range of addition problems using written and mental strategies.	<ul style="list-style-type: none"> <li>→ I can solve a range of addition problems, with two numbers below 20, using a range of strategies.</li> <li>→ I can recall and use addition facts to 10 fluently</li> <li>→ I can read, write and interpret addition number sentences using + and = symbols</li> </ul>
Weeks 2-7	<b>Measurement</b> Students use informal units of measurement to order objects based on length, mass and capacity.	<ul style="list-style-type: none"> <li>→ I can explain why I need to use the same unit of measurement to compare the length, mass or capacity of objects.</li> <li>→ I can measure and compare the capacity of two objects using informal units</li> <li>→ I can measure and compare the mass of two objects using informal units (hefting)</li> <li>→ I can measure and compare the length of two objects using informal units</li> </ul>
Weeks 3-5	<b>Patterns</b> Students investigate and describe patterns formed by objects and drawings	<ul style="list-style-type: none"> <li>→ I can identify missing elements in repeating and growing patterns that involve drawings and objects</li> <li>→ I can identify the rule of repeating and growing patterns, explaining how the rule is being repeated</li> <li>→ I can create growing patterns with drawings and objects</li> <li>→ I can continue growing patterns with drawings and objects</li> </ul>
Weeks 6-8	<b>Division</b> Students share collections equally.	<ul style="list-style-type: none"> <li>→ I can identify and explain practical situations where sharing results in a remainder</li> <li>→ I can share a collection equally using concrete materials</li> <li>→ I can explain what it means to share equally</li> </ul>
Weeks 8-9	<b>Multiplication</b> Students represent and solve a range of multiplication problems in a variety of ways.	<ul style="list-style-type: none"> <li>→ I can explore the connection between multiplication and division (Cannot be assessed until after students have gone through both multiplication and division learning cycles).</li> <li>→ I can represent and solve simple multiplication problems using arrays</li> <li>→ I can represent and solve simple multiplication problems using groups</li> <li>→ I can represent and solve multiplication problems using repeated addition</li> <li>→ I can read, write and interpret multiplication statements using groups of (multiplication) and is (equals)</li> <li>→ I understand that multiplication is the result of combining groups of equal amount</li> </ul>

## Term 4 Curriculum Overview: Reading

Year One

	Essential Learning	Learning Targets
Weeks 1-8	<p><b>Decoding &amp; MSV (<i>Meaning, Structure, Visual cues</i>):</b> Students know the relationship between sounds and letters and can use each of the 'Good Readers' skills to solve new words.</p>	<p>Reading an 'at level' text:</p> <ul style="list-style-type: none"> <li>→ I can self correct if my reading doesn't look right, sound right or make sense.</li> <li>→ I can select the most effective strategies to read an unknown word.</li> <li>→ I can read blends by putting two letters together to make one sound.</li> <li>→ I can read the first 200 Oxford High Frequency words within a text, without decoding strategies.</li> </ul>
	<p><b>Comprehension:</b> Students use comprehension strategies to build literal and inferred meaning.</p>	<ul style="list-style-type: none"> <li>→ I can use the front cover to make a reasonable prediction.</li> <li>→ I can connect what I read with my prior knowledge. (Text-self/text).</li> <li>→ I can visualise to help me understand what I read.</li> <li>→ I can find the answer to questions in a text.</li> <li>→ I can ask questions before, during and after reading a text.</li> <li>→ I can retell a known text in detail.</li> <li>→ I can discuss my personal preferences for texts.</li> <li>→ I can use clues in a text and my prior knowledge to answer questions. (inferring)</li> <li>→ I can infer characters' feelings in a text.</li> <li>→ I can summarise the main idea of a text (E.g. SWBST).</li> </ul>
Week 1, 3, 5-6	<p><b>Fluency:</b> Students identify and read word phrases as groups of words with fluency and confidence.</p>	<p>Reading a seen 'at level text':</p> <ul style="list-style-type: none"> <li>→ I can read with expression.</li> <li>→ I can use punctuation to guide my reading. Eg full stops, commas, question marks, and exclamation marks.</li> <li>→ I can read like I am talking.</li> <li>→ I can read at an appropriate rate.</li> <li>→ I can read accurately, with some self corrections.</li> </ul>
Weeks 1-6	<p><b>Text Structure &amp; Purpose:</b> Students use their growing knowledge of context, text structure, purpose and language features to help them comprehend.</p>	<ul style="list-style-type: none"> <li>→ I can explain that different types of texts have different structures.</li> <li>→ I can use the structure of a text to help me comprehend.               <ul style="list-style-type: none"> <li>- Narrative: problem &amp; solution</li> <li>- Persuasive: arguments/reasons</li> <li>- Information reports: facts &amp; information</li> </ul> </li> <li>→ I can explain when a text is a non-fiction/factual text because it may have: photos, facts, captions, subheadings, labelled diagrams, index, glossary, contents.</li> <li>→ I can explain when a text is fiction because: it tells a story, it may have characters, setting, problem, solution, fantasy.</li> </ul>

## Term 4 Curriculum Overview: Writing

Year One

	Essential Learning	Learning Targets
Weeks 1-10	<p><b>Conventions - Spelling:</b> The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.</p>	<ul style="list-style-type: none"> <li>→ I am beginning to use learnt long vowel sounds to spell multisyllabic words (e.g. pi-lot, diet)</li> <li>→ I can write words with consonants doubled after a short vowel (shopping) (RULE)</li> <li>→ I can spell simple words with split digraphs correctly (e.g. blame, tide)</li> <li>→ I can differentiate between short and long vowel sounds</li> <li>→ I am beginning to use learnt consonant digraphs to spell simple words (Eg. sheep, tooth)</li> <li>→ I can correctly write two-letter consonant blends in words</li> <li>→ I can represent all phonemes when attempting to spell one and two syllable words</li> <li>→ I can use morphemic knowledge to build word families with common suffixes, including common plurals formed by adding 's' and 'es'</li> <li>→ I can use visual knowledge to correctly write a range of words from the hundred high-frequency words</li> </ul>
	<p><b>Conventions - Grammar &amp; Punctuation:</b> The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.</p>	<ul style="list-style-type: none"> <li>→ I can reread my writing to check for the correct use of capital letters and full stops, and some question marks and exclamation marks.</li> <li>→ I am beginning to write coherent, simple sentences with subject/verb/object agreement to express an idea or event</li> <li>→ I am beginning to use question marks or exclamation marks in my writing to ask questions, express emotions or give commands.</li> <li>→ I consistently mark the start of a sentence with a capital letter and the end of a sentence with a full stop.</li> <li>→ I can consistently write capital letters for some proper nouns (names of people and days of the week).</li> </ul>
	<p><b>Sentence Fluency:</b> The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.</p>	<ul style="list-style-type: none"> <li>→ I consistently write identifiable clauses often linked using 'and'.</li> <li>→ I consistently use logical word order in my sentences.</li> <li>→ I am beginning to use basic text connectives within my sentences (for eg: then)</li> </ul>
	<p><b>Ideas:</b> The piece's content – its central message and details that support that message</p>	<ul style="list-style-type: none"> <li>→ I can convey a message using words and phrases, to inform.</li> <li>→ I can use details to expand upon my message, topic, events and ideas</li> <li>→ I can include more than one related idea in a piece of writing.</li> <li>→ I can convey a message using words and phrases to entertain.</li> <li>→ I can describe the audience and purpose of my writing pieces</li> </ul>
	<p><b>Presentation:</b> The physical appearance of the piece.</p>	<ul style="list-style-type: none"> <li>→ I can use digital images when constructing a digital text</li> <li>→ I can use software &amp; word processing programs to construct texts, typing some words correctly</li> <li>→ I beginning use spaces between handwritten words</li> <li>→ I can use learned formation patterns to write whole words using a combination of upper and lower case letters</li> <li>→ I am beginning to use pencils or writing implements appropriately</li> </ul>
Weeks 1-6	<p><b>Organisation:</b> The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> <li>→ I am beginning to include structural features in my writing.</li> <li>→ I am beginning to sequence my sentences to reflect a logical flow of ideas within my writing.</li> <li>→ I am beginning to use basic text connectives such as: 'and' 'then' to sequence ideas and events across my writing.</li> </ul>
Weeks 1-3 and 7-8	<p><b>Voice:</b> The tone and tenor of the piece – the personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.</p>	<ul style="list-style-type: none"> <li>→ My writing is beginning to show how I personally feel about a topic, or how I see it.</li> <li>→ I use language features such as: BIG letters, exclamation points, underlining, repetition and pictures for emphasis</li> <li>→ I am beginning to include some original choices in my image selection, or idea development</li> <li>→ I can include drawings that begin to show who I am as a writer</li> </ul>

→ My writing shows some awareness of the audience