



# Wahroonga Public School

## Areas of Focus ~ Term 3, 2020 Year 1

This 'Areas of Focus' document outlines the main learning outcomes and content that will be addressed in Year 1 in Term 3. While all classes will be working towards similar outcomes, small variations in teacher delivery or sequencing of content may occur. Nevertheless, it is hoped that by providing you with this outline, you will be well-informed about the happenings inside our classrooms and you may be better able to connect with your child's learning at home. This overview is a guide only and may be subject to change.

**Year 1 Teachers: Laura Dean & Sarah Kippen (1DS), Emma Horrocks (1H), Rosie Probert (1P), Felicity van't Wel (Assistant Principal) (1/2V) and Lisa Wilensky (1W)**

ENGLISH	MATHEMATICS
<p><b>CENTRAL CONCEPT: Connections</b></p> <p><b>Reading</b> – Modelled, shared, guided, independent, home reading (expected as part of homework), comprehension strategies using Super 6 framework (visualising, making inferences, making connections).</p> <p><b>Spelling</b> – phonological word study; focus sounds (ea, igh, y=i, ow (how), ew, ou, ow (grow), oi, oy high frequency words</p> <p><b>Writing</b> –</p> <p><b>Imaginative Texts:</b> Narrative through use of fairy tales. literacy concepts: planning for success, story elements, characterisation, visual literacy.</p> <p><b>Informative Texts:</b> Information reports, labelled diagrams, inquiry learning, planning prior to writing, e.g. knowledge of topic, specific vocabulary and language features and text structure.</p> <p><b>Grammar</b> – Common and proper nouns, adjectives, compound words, alphabetical order, verbs, adverbs.</p> <p><b>Speaking &amp; Listening</b> – Interacting effectively in groups or pairs, adopting a range of roles, demonstrating understanding of ideas and issues in texts. News and oral presentations.</p>	<p><b>Number &amp; Algebra</b> – Count and represent large sets of objects by systematically grouping in tens, use and explain mental grouping to count and to assist with estimating the number of items in large groups, use place value to partition two-digit numbers, state the place value of digits in two-digit numbers, create, record and recognise combinations of two numbers that add to numbers from 11 up to and including 20, relate addition and subtraction facts for numbers to at least 20, use and record a range of mental strategies to solve addition and subtraction problems involving one- and two-digit numbers, including: using doubles and near doubles, count by twos, fives and tens using rhythmic counting and skip counting from zero, model division by sharing a collection of objects into groups of a given size to determine the number of groups, use concrete materials to model half of a collection, model and describe 'odd' and 'even' numbers using counters paired in two rows, recognise, copy and continue given number patterns that increase or decrease.</p> <p><b>Statistics &amp; Probability</b> – Use concrete materials or pictures of objects as symbols to create data displays where one object or picture represents one data value (one-to-one correspondence), interpret information presented in data displays where one object, picture or drawing represents one data value.</p> <p><b>Measurement &amp; Geometry</b> – Sort objects on the basis of their mass, use a pan balance to find two collections of objects that have the same mass, pack cubic units into rectangular containers so that there are no gaps, measure the volume of a container by filling the container with uniform informal units and counting the number of units used, record volumes by referring to the number and type of uniform informal unit used, estimate volumes of containers by referring to the number and type of uniform informal unit used and check by measuring, estimate the volume of a pile of material and check by measuring, identify a day and date using a conventional calendar, read analogue and digital clocks to the half-hour using the terms 'o'clock' and 'half past', describe the position of the hands on a clock for the half-hour, record hour and half-hour time on analogue and digital clocks, describe the path from one location to another on drawings, give and follow instructions to position objects in models and drawings.</p>

<b>SCIENCE – EARTH AND SPACE</b> <b>Changes on the Land and in the Sky</b>	<b>HSIE – GEOGRAPHY - PEOPLE AND PLACES</b> <b>Worldwide Connections</b>
<ul style="list-style-type: none"> <li>• How can people investigate the observable changes that occur in the sky and on the land?</li> <li>• How can people record these changes?</li> <li>• What seasonal patterns can be discovered?</li> </ul>	<ul style="list-style-type: none"> <li>• Where are places located in the world?</li> <li>• How are people connected to places?</li> <li>• What factors affect people’s connections to places?</li> </ul>
<b>ICT</b>	<b>PD/H/PE</b>
<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• G-Suite – Docs and Slides</li> <li>• Film making</li> <li>• Inquiry Learning</li> <li>• Digital Citizenship - CyberSafety</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Stage Sport and fundamental movement skills</li> <li>• Gymnastics</li> <li>• School Responsibility Ladder</li> <li>• Safe Living</li> <li>• Child Protection</li> <li>• School Values</li> </ul>
<b>CREATIVE AND PERFORMING ARTS</b>	<b>MUSIC (Taught by Mrs Piper)</b>
<p>Create and appreciate a range of artworks related to class topics including painting, drawing, artist study.</p> <p>Make, perform and appreciate drama (including reader’s theatre) with a focus on movement, voice and expression.</p>	<p>Students will learn about beat, rhythm (ta, titi and za) and pitch (so, mi and la) through songs and games. They will respond to music through movement, and express likes and dislikes and the reasons for these choices. They will use formal and informal materials to notate music.</p> <p>Students will discover this year’s <i>Music Count Us In</i> song: how it was created and recorded. They will begin to learn to sing this year’s song.</p>
<b>LIBRARY (Taught by Mrs Rasaiah)</b>	
<p>The focus of Year 1 Library sessions in Term 3 will rest heavily on literature appreciation and knowledge. In accordance with the Reading and Viewing outcomes in the English K-10 Syllabus, students will recognize that there are different kinds of texts and develop an awareness of a text’s purpose, audience and subject matter. Year 1 will share a range of quality picture books including the Children’s Book Council of Australia’s shortlisted picture books and early childhood books. The selected books will also meet the requirements for completion of the 2020 NSW Premier’s Reading Challenge.</p> <p><b>Year 1 Borrowing: 1DS 1P 1/2V 1H (Thursday) 1W (Friday)</b></p>	
<b>STAGE 1 SPORT – sports uniform to be worn</b> <b>GYMNASTICS – sports uniform to be worn</b>	
<p><b>Stage 1 Sport - All Year 1 classes (Wednesday)</b></p> <p><b>Gymnastics - All Year 1 classes (Thursday)</b></p>	
<b>CALENDAR</b>	
<p>For information about important dates and events in Term 3, please see the <a href="#">calendar</a>.</p>	