Wahroonga Public School

Areas of Focus ~ Term 1, 2020
Year 1

This 'Areas of Focus' document outlines the main learning outcomes and content that will be addressed in Year 1 in Term 1. 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 (AP) (1/2V) and Lisa Wilensky (1W)

ENGLISH	MATHEMATICS
CENTRAL CONCEPT: Change and Innovation **Reading –** modelled, shared, guided, independent, home reading (expected as part of homework), comprehension strategies using Super 6 framework (questioning, predicting, making connections). **Spelling –** phonological word study, digraphs (ch, wh, sh, qu) and final double consonants (ll, ff, ss, zz), looking at patterns such as word families, visual / sight and theme words. **Writing –** **Informative Texts:** factual descriptions, recounts, interview questions, labelled diagrams, timelines, sequencing events, planning prior to writing, eg knowledge of topic-specific vocabulary and language features. **Imaginative texts:** narratives, retelling stories, Aboriginal stories. **Grammar –** alphabetical order, sentences (capital letters and full stops), questions (capital letters and question marks), nouns, verb, adjectives. **Speaking & Listening –** interacting effectively in groups or pairs, adopting a range of roles, demonstrating understanding of ideas and issues in texts. News and presentations.	**Number & Algebra –** count forwards and backwards by ones from a given two-digit number; identify the number before and after a given two-digit number; represent two-digit numbers using objects, pictures, words and numerals; use number lines and number charts to assist with counting and ordering; use the terms 'add', 'plus', 'equals', 'is equal to', 'take away', 'minus' and the 'difference between'; recognise and use the symbols for plus (+), minus (–) and equals (=); use concrete materials to model addition and subtraction problems involving one- and two-digit numbers; recognise, recall and record combinations of two numbers that add to 10; use concrete materials to model half of a whole object; recognise that halves refer to two equal parts of a whole; recognise, copy and continue patterns with objects or symbols; create, record and describe patterns with objects or symbols. **Statistics & Probability -** use everyday language to describe the possible outcomes of familiar activities and events. **Measurement & Geometry -** sort two-dimensional shapes by a given attribute; manipulate, compare and describe features of two-dimensional shapes, including triangles, quadrilaterals, pentagons, hexagons and octagons; identify vertical and horizontal lines in pictures and the environment and use the terms 'vertical' and 'horizontal' to describe such lines; manipulate and describe familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms; recognise familiar three-dimensional objects from pictures and photographs, and in the environment; use uniform informal units to measure lengths and distances by placing the units end-to-end; compare, indirectly, the areas of two surfaces that cannot be moved or superimposed; predict the larger of the areas of two surfaces of the same general shape and compare these areas by cutting and covering; use uniform informal units to measure area by covering the surface in rows or columns without gaps or overlaps; record lengths and distances by referring to the number and type of uniform informal unit used.
SCIENCE – MATERIAL WORLD **Combining Materials**	**HSIE – HISTORY** **Present and Past Family Life**
What changes occur when materials are combined? How do the properties of materials determine their use?	How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past? How do we describe the sequence of time?

ICT	PD/H/PE (RFF program taught by Miss Hall)
- Google Classroom - G-Suite - Docs and Slides	- Weekly Stage sport and fundamental movement skills - Year 1 fitness - School Responsibility Ladder - Personal well-being and growth mindset
CREATIVE AND PERFORMING ARTS	**MUSIC (Taught by Mrs Piper)**
This term students will appreciate artworks from a range of artists. They will experiment with drawing and paint media to create their own artworks.	This term students will be attending a performance of Rossini's *The Barber of Seville* by Opera Australia. In Music classes students will discover what Opera is and review the instruments in a symphony orchestra. They will: - Read, play and notate the rhythms ta, ti-ti and za (crotchet, quaver and crotchet rest) - Read, play, sing, sign and notate the solfa notes so, mi and la - Differentiate between beat and rhythm - Develop in-tune singing

LIBRARY (Taught by Mrs Rasaiah)
Lessons will include quality literature, focusing on texts linked to the Premier's Reading Challenge. **Year 1 borrowing: 1DS, 1H, 1P, 1/2V (Thursday)   1W (Friday)**
STAGE 1 SPORT – sports uniform to be worn **YEAR 1 FITNESS - sports uniform to be worn**
Stage 1 Sport - All Year 1 classes (Wednesday) **Fitness - All Year 1 classes (Monday)**
CALENDAR
For information about important dates and events in Term 1, please see the calendar linked here.