Level 1

Curriculum Overview

Term 4, 2015
INQUIRY
INQUIRY UNIT:
This term Level One will be investigating the inquiry unit ‘Where we are in place and time’. This is an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.

Real World Problem:
Not everywhere is the same. Places are used differently and can change over time and be changed by the people who use them. Parents and teachers are often heard saying “School was very different in my day. How has school changed over time and why?”

LINE OF INQUIRY:
How are places named?
What are the different types of characteristics of spaces?
What are the characteristics of places that change over time?
How do people affect the environments they live in?

Skills
- Questioning
- Experimenting
- Discussing
- Presenting

Essential learnings:
- Places do not stay the same; they change to meet the needs of society at that time.
- School has changed over time.
- Places are made up of characteristics, i.e. the environment, the structure and these characteristics can change over time to meet the needs of the people.
- People affect the environment.

ENGLISH:
READING:
Continuing Our Reading Journey
In Term Four, Level One will continue to develop and consolidate their reading skills and understanding in preparation for entering Level Two. Students will be immersed in an Author Study and focus on elements of this particular Author’s work. They will extend their knowledge of deeper thinking comprehension skills by focusing on visualising and application of a variety of strategies. Students will draw upon their developing bank of accuracy strategies by applying numerous strategies to decode unknown words. Fluency when reading aloud, will continue to be a focus, by concentrating on expression, tone and pace. They will work in varied groupings including whole class and small strategy
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groups. They will each be supported to achieve their personal learning goals through regular reading conferences.

WRITING:

Becoming a Detailed Writer
During Term Three, Level One students will build upon their knowledge and skills. They will continue to investigate the structures of a variety of texts and will be encouraged to use these structures when writing independently. There will be a focus on poetry and the various forms and structures that poets use to convey their message. Students will use the writing process to guide their independent writing and will be expected to publish a piece of writing by the end of the term. During Writing Workshop, students will continue to focus on the 6 writing traits with an emphasis on conventions, word choice, sentence fluency, presentation and voice. Students will be encouraged to use these traits to add detail to their writing. They will be expected to ensure their writing is to the best of their ability and reader friendly at all times.

Students will work in varied groupings including whole class and small strategy groups. They will each be supported to achieve their personal learning goals through regular writing conferences.

WORD STUDY:

In Word Study, students will continue to focus on onset and rime in words such as ‘ite’ and ‘ight’. They will continue to use THRASS charts to investigate the various ways sounds in words are made up. Students will continue to focus on using the Oxford high frequency words through the use of the classroom word wall.

This will be integrated into the reading and writing workshops based on individual student needs as well as whole class investigations through short word study lessons in class.

MATHEMATICS:

During Term Four, Year One students will revise and consolidate mathematical skills and concepts learnt throughout the year. They will be extended in their understanding of place value and number patterns concepts and their understanding of the ways numbers and made and used. Students will investigate the concept of money focusing on recognising and ordering coins in order of value. They will continue to build upon their skills in the areas of Measurement and Geometry and Statistics and Data.

During maths workshops the students will:

- Continue to develop their fluency for counting both forwards and backwards between 0-100.
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- Continue to develop their skip counting knowledge, focusing on skip counting by 2s, 5s and 10s.
- Develop further understandings about place value concepts by supporting, consolidating and extending their knowledge.
- Identifying number patterns.
- Continuing and describing simple number patterns and sequences.
- Identifying all of the Australian coins.
- Ordering coins in order of value.
- Grouping coins to make set amounts.
- Measuring the length and capacity of items and comparing these measurements.
- Collecting and creating simple data displays and discussing these displays by using appropriate language.

Students will work in varied groupings including whole class and small strategy groups. They will each be supported to achieve their personal learning goals through regular mathemathic conferences

VISUAL ARTS:
In Term Four, the focus of Visual Arts in Year One is to develop knowledge and understanding of Australian Indigenous Art works and artists. Students will study how art works can tell stories and in particular, investigate the art work of Minnie Pwerle. Students will continue to develop their understanding of the art elements and principles and will be asked to annotate their plans and sketches using appropriate art language. Students in Year One will also continue to use their artist’s notebooks document their thinking. Through discussions about their own and others’ art, students will develop art language to describe this art work. They will use self-assessment to reflect on their art work and begin to think about the influences on their work.

PERFORMING ARTS:
In Term 4, the Performing Arts program will provide a means for self-expression, a mode of communication and develops both individual and group skills, physically and creatively. It aims to integrate the art forms of music, drama and dance so that all students are encouraged to participate and extend their learning in the Arts through achieving enjoyment and success.

This will see the program culminate in the school’s Christmas Concert in the final week of term to celebrate the students achievements throughout the term and the year.
## PHYSICAL EDUCATION:

During Term Four, students will focus on the Fundamental Motor Skills of kicking and the Forehand Strike and will apply these in game play.

In kicking, students will:
- Focus eyes on the ball
- Step forward with non-kicking foot placed near ball
- Bend knee of kicking leg
- Contact ball with top of the foot
- Follow through with kicking leg towards target.

In striking, students will:
- Focus eyes on the ball
- Stand side-on to the target
- Step towards target with the front foot
- Make ball contact opposite the front foot
- Follow through towards target then around body

## ITALIAN (LOTE):

In Term Four, the students in Level 1 will be revising previous vocabulary taught in the previous three terms and will be extending and linking their vocabulary through the following word lists:
- Clothing
- Shapes
- Days and months of the year

They will be adding to their lists of how they feel and using their knowledge in games, songs and a variety of interactive activities.

## STUDENT REFLECTIONS/LEARNING GOALS:

### Student Reflections:

As part of their learning the students will have the opportunity to reflect on their learning across all areas of the curriculum. Students will discuss, during share time, their learning in relation to the intended lessons learning intention. Skills for writing a written reflection will also be taught through explicit instruction. They will complete a reflection of learning each week as part of their writing instruction.

### Learning Goals:

Students will work towards independent learning goals that are co-constructed during regular reading conferences. These goals will be visually displayed in class and focused
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on during the relevant learning area. Learning goals will be closely monitored to ensure students are working at their level of need and instruction.

INTERVENTION:

Children needing further work in certain areas will be given extra instruction either individually or in small groups to help them improve or extend their learning. Intervention time during LOTE instruction will be used to support and consolidate students learning.

EXTENSION/ENRICHMENT:

Children needing extension in certain areas will be given extra instruction either individually or in small groups to help them continue their learning. Intervention time during LOTE instruction will be used to consolidate and extend students learning. Book clubs will be used to extend students learning in reading.

IMPORTANT DATES:

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<tr>
<th>Term 4</th>
<th>Date</th>
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<tbody>
<tr>
<td>FORPS Disco</td>
<td>Friday, October 23rd</td>
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<td>Level 5 Swimming</td>
<td>Monday, October 19th – Friday, October 30th</td>
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<td>Melbourne Cup Holiday</td>
<td>Tuesday, November 3rd</td>
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<td>Grade Swap Day</td>
<td>Tuesday, December 8th</td>
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<td>Christmas Concert</td>
<td>Monday, December 14th</td>
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<td>Level 2-5 Fun Swim Sessions</td>
<td>Monday, December 14th – Wednesday, December 16th</td>
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<td>Graduation</td>
<td>Wednesday, December 16th</td>
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<td>Last day of term 4 – 2:30 finish</td>
<td>Friday, December 18th</td>
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Beyond Boundaries

Junior School

Foundation: Myuna Farm | Wednesday, November 11th
Level 1: Werribee Open Range Zoo | Thursday, November 12th
Level 2: Enchanted Adventure Garden | Thursday, November 12th

Middle School

Level 3: Camp Rumbug | Wednesday, November 11th – Friday, November 13th
Level 4: Camp Rumbug | Monday, November 9th – Wednesday, November 11th

Senior School
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<tr>
<th>Level 5: Coonawarra Farm Resort</th>
<th>Monday, November 9&lt;sup&gt;th&lt;/sup&gt; – Friday, November 13&lt;sup&gt;th&lt;/sup&gt;</th>
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</thead>
<tbody>
<tr>
<td>Level 6: Camp Wilkin</td>
<td>Monday, November 9&lt;sup&gt;th&lt;/sup&gt; – Friday, November 13&lt;sup&gt;th&lt;/sup&gt;</td>
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