

Term: 3

Year Level: Year 1

Important notes and reminders:



It is now half way through Grade 1, and it would be a great idea to start building on your child's independence skills by allowing them to be responsible for carrying their bags to their classrooms, unpacking their belongings and changing their readers.

We have been encouraging students to have a go at tying their own shoelaces at school. You might also like to practice this important skill at home.

Grade 1B Assembly:

Grade 1B will be hosting assembly on Monday 5th August at 2.30pm in the hall.

Mass:

Grade 1's are hosting Mass on Friday 6th September

Tissues:

We ask that if every child could please bring in two boxes of tissues at the beginning of the term.

Central Idea:

There can be

Lines of Inquiry:

- How daily life has changed over time
- The reasons for change

Subject Focus:

English:
Reading: (Non-fictional texts)
Writing: (Information reports)

Overview:

During this unit, the students will inquire into how life has changed over time. They will develop their

similarities and differences between past and present ways of life.



- How experiences in childhood differ

Smart Spelling:

Mathematics:

- Money
- Time lines
- Number lines
- Graphing

Other Learning Areas:

- History
- Geography
- Ethical and Social Capabilities

understanding of life in the 'olden days' and compare this to their current day life.

Students will use timelines to show their understandings and inquire into the concept of time.



Central Idea:

Jesus Christ teaches us to love one another as he loves us.

Lines of Inquiry:

- How Jesus teaches us to love one another
- Scripture passages that form personal images of God
- How we can strengthen our relationship with God through



Overview:

During this unit students explore a Christian way of relating to others.

	<p>forgiveness</p>		
<p>Central Idea: We can develop a range of fundamental movement skills through a variety of activities.</p>	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - An inquiry into using movement skills (fine and gross motor) in a variety of activities. - An inquiry into different movements that can be linked to create sequences. - An inquiry into displaying creative movements in response to different stimuli. 	<p>Subject Area: PHYSICAL EDUCATION</p> 	<p>Overview: Students will develop their confidence, persistence and their ability to understand and communicate about their experiences. They will participate in activities with gross motor skills such as jumping, crawling and skipping and also hand eye coordination activities such as catching and throwing.</p>
<p>Central Idea: Artists develop ideas in many ways, including building on ideas from the past.</p>	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *How artists get ideas *Art changes over time *Artists approach their work from different perspectives 	<p>Subject Area: VISUAL ARTS</p> 	<p>Overview: This term while building on ideas from the past grade 1 students will explore the mythological being - The Rainbow Serpent. It is a sacred reptile to the Aboriginal people Australia-wide. Many Aboriginal tribes have different interpretations of what a</p>

			<p>Rainbow Snake symbolizes. The serpent's main purpose revolves around the belief that she is the giver of life.</p> <p>The grade 1 students will create a Rainbow Mosaic - (decorative art of creating pictures and patterns on a surface by setting small coloured pieces of glass, marble or other materials in a bed of cement, plaster or adhesive).</p>
<p>Central Idea:</p> <p>Our bodies are made up of different parts</p> 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The French vocabulary for body parts - Using simple repetitive language in songs, games and interactions - Engaging with a range of texts through action, dance and drawing 	<p>Subject Area:</p> <p>FRENCH</p>	<p>Overview:</p> <p>This term we are looking at body parts in French. Students will learn select vocabulary through French songs, stories, dances, games and actions.</p>
<p>Central Idea:</p>	<p>Lines of Inquiry:</p> <p>An inquiry into;</p>	<p>Subject Area:</p> <p>PERFORMING ARTS</p>	<p>Overview:</p> <p>This term we are inquiring into ways</p>

<p>We can express ourselves in many ways.</p>	<p>~communicating verbally by using the voice to explore and show role and situation.</p> <p>~communicating non-verbally by using facial expression and movement to explore and show role and situation.</p>		<p>that we can use our voice, facial expression, movement and space to imagine and establish role and situation. We will also be exploring emotions and how we can portray our feelings when in role. The students will explore a variety of picture books and focus on how different characters communicate both verbally and non verbally.</p>
<p>Central Idea: Reading and responding to books assists us to grow as learners.</p>	<p>Lines of Inquiry: An inquiry into: ~How we can use books to help us learn ~How we can use information from the book to respond creatively and develop ideas</p>	<p>Subject Area: DISCOVERY</p> 	<p>Overview: In Discovery this term students will be reading and responding to a range of picture story books that featured in the Book Week 2019 Celebrations. They will respond to these texts both creatively and by using various 'thinking' strategies. Focusing on the Media Arts curriculum, students will also experiment with ideas and develop characters and settings through stories using images, sounds and text.</p>