



# Stage 1 Semester 1 Overview 2020

## ENGLISH

### SPEAKING AND LISTENING

#### *Student Learning Goals - I can (EN1-1A):*

- Communicate with my classmates and known adults informally
- Interact with others in guided whole class and small groups activities
- Demonstrate active listening behaviours such as waiting, turn taking
- Contribute ideas, information and questions in a discussion

### READING AND VIEWING

#### *Student Learning Goals - I can (EN1-4A; EN1-11D):*

##### **Reading Text**

- Draw on an increasing range of skills such as letter sounds relationships, sight words, known chunks in words to successfully decode a variety books
- Read predictable texts, practising phrasing and fluency, and monitoring meaning
- Begin to use self-correction strategies, eg. rereading, pausing, using picture cues and language structure to make meaning from print texts.

##### **Comprehending Text**

- Retell a familiar story in sequence and identify main idea
- Make connections between a text and own life – I collected shells at the beach.
- Interpret meaning by responding to recall and inferential questions about texts

##### **Viewing Text**

- Predict and respond to shared texts in class discussions about characters, events and settings in a story
- Identify the author's purpose in the story
- Understand that the illustrations support the story

### WRITING AND REPRESENTING

#### *Student Learning Goals - I can (EN1-2A; EN1-3A; EN1-5A):*

- Plan, compose and review a small range of simple texts.
- Form letters correctly and consistently.
- Develop a range of spelling strategies including letter sound correspondences and word families.

##### **Digital Technologies**

- Locate keys on a computer keyboard and experiment with producing a simple text using word processing skills.

## MATHEMATICS

### NUMBER AND ALGEBRA

#### **Numbers - *Student Learning Goals - I can:***

- Count forward and backward starting at any number up to and including 30
- Confidently sequence numbers to 100.
- Count and represent numbers up to 100
- State the place value of digits in two-digit number

#### **Addition and Subtraction - *Student Learning Goals - I can:***

- Add and subtract single digit numbers using counters and record the sum
- Use the jump strategy and a number line to solve addition and subtraction problems using one- and two-digit numbers
- Use my 'Friends of Ten' to bridge numbers to ten eg  $6+5$ ;  $6+4=10$  and 1 more makes 11

#### **Patterns and Algebra - *Student Learning Goals - I can:***

- Create, represent and continue a variety of patterns with numbers and objects
- Investigate patterns and work out missing elements using problem solving strategies.

## MEASUREMENT AND GEOMETRY

### Length - *Student Learning Goals - I can:*

- Compare and estimate and the lengths of two or more objects
- Measure and record lengths and distances using appropriate uniform informal units, metres and centimetres

### Area- *Student Learning Goals - I can:*

- Compare and estimate areas using informal units
- Measure and record areas using uniform informal units

### Time - *Student Learning Goals - I can:*

- Describe, compare and order the duration of events
- Name the days of the week, months of the year and seasons
- Use the terms yesterday, today and tomorrow correctly

### Two -Dimensional Shape - *Student Learning Goals - I can:*

- Manipulate, sort and represent two- dimensional shapes including triangles, quadrilaterals (squares and rectangles), pentagons, hexagons and octagons
- Identify and name shapes embedded in pictures, designs and the environment

### Position

#### *Student Learning Goals - I can:*

- Describe the path from one location to another on drawings
- Give and follow instructions to position objects and models and drawings

## STATISTICS AND PROBABILITY

### Chance

#### *Student Learning Goals - I can:*

- Identify and describe possible outcomes of familiar activities and events : likely, possible, impossible

## SCIENCE AND TECHNOLOGY

**Mixing Materials** - This unit focuses on how materials can be changed, manipulated and combined.

#### *Student Learning Goals - I can:*

- Identify a range of natural materials available locally or through trade
- Investigate how materials can be changed by bending, twisting and stretching
- Describe how the properties of materials determine their use
- Design and evaluate a product, demonstrating understanding of the suitability of materials.

#### Technology

- Program a robot to follow simple directions.

## GEOGRAPHY/HISTORY

**Places and Spaces** - This unit gives students an understanding of the design of their local community.

Investigations include looking at natural and built environments, how our community has changed, services that are available in the community and building for a sustainable future.

#### *Student Learning Goals - I can:*

- Locate, investigate and classify the role services and features play in their community
- Draw designs and construct models of services and features of their community
- Gain an understanding as to why communities change and develop
- Consider sustainable practices when planning for the future of their community

## CREATIVE ARTS

During Semester 1, Stage 1 students will participate in the Song Room. They will explore and draw on their own skills and talents to excel creatively in a supportive environment.

**Dance and Drama** *Student Learning Goals - I can:*

- explore the elements of time, space and dynamics within movement sequences
- create and adapt stories for enactment using the elements of drama and the expressive skills of movement and voice.

**Visual Arts** *Student Learning Goals - I can:*

- create artworks with various requirements, using a range of mediums.

**Music** - *Student Learning Goals - I can:*

- sing, play and move to a range of music, demonstrating an awareness of musical concepts.

## **PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION**

### **Personal Development and Health**

**Safe Living** - *Student Learning Goals - I can:*

- identify different foods that keep them healthy and plan healthy meals
- recognise that a variety food is needed for good health
- identify that different foods are eaten at different meals/times
- discuss the link between good food choices and being alert and active

### **Physical Education**

**Fundamental Movement Skills and Games** - *Student Learning Goals - I can:*

- Participate in a range of locomotor activities and games
- Demonstrate coordinated body movements such as hopping, skipping, side galloping, throwing and catching a range of balls
- Use equipment appropriately and safely