

Year Level: 1	Term 3, Week 3 and 4			
Developmental domain objectives	Learning objectives	Children's current interests	Staff/School/ Community interests	Learning experiences
<p>Emotional For the children to be happy with who they are and recognise their strengths.</p> <p>Social For the children to take positive social risks (e.g. playing with a different person or different game).</p> <p>Cognitive For the children to think and plan ahead.</p> <p>Language For the children to be polite (focus on turn taking and using appropriate volume when speaking).</p> <p>Physical For the children to take pride in their learning environment and the communal spaces around it (e.g. hallways)</p>	<p>Mathematics For the students to:</p> <ul style="list-style-type: none"> - distinguish between the hour hand and the minute hand - tell time to the hour and half hour - describe the duration of events/give examples of periods of time. (months, weeks, days, hours) - recognise and represent multiplication as repeated addition, groups and arrays - analyse and interpret data (using multiple variables) on a graph <p>English For the students to:</p> <ul style="list-style-type: none"> - publish a good copy of their information reports - identify the intended audience of the texts I read - I can use text features (titles, headings, captions and graphic features) - use research of animal to assist in writing their information report - I can identify a verb and its role in a sentence (week 5) - I can use the suffixes –ing and –ed to change the tense of a verb (week 6) - Be introduced to structure of persuasive texts. - For the children to respond to literature, expressing preferences for specific texts and authors and listening to the opinions of others <p>Science For the children to:</p> <ul style="list-style-type: none"> - learn about chemical sciences (objects are made of materials that have observable properties, materials can be physically altered or combined with others for different purposes) - learn about physical sciences (objects move depending on a variety of factors including size, shape, force and motion) <p>Sustainability: For the children to:</p> <ul style="list-style-type: none"> - understand the importance of participating in 'Change the World time around our school - connect science and sustainability: Earth's resources are used in a variety of ways - connect science and sustainability: Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life - connect science and sustainability: Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met <p>Specialists Japanese: For the students to play some traditional Japanese games, kendama, darumaotoshi, kami fusen, spinning tops. For the students to learn the song hidari (left), migi (right), mae (forward), ushiro (back) and learn directional words in Japanese. Visual Arts: For the students to commence their threads & textiles project by practising their sewing skills in a circular design For the students to be introduced to various concepts/ skills Performing Arts: For the students to commence their threads & textiles project by practising their sewing skills in a circular design. For the students to be introduced to various concepts/ skills Physical Education: For the students to practice and refine their range of manipulative skills of catch and overhand throw and focus on correct technique. For the students to be</p>	<ul style="list-style-type: none"> - animals - Auskick - Beanie Boos - Beyblades - birthday parties - books - football - gymnastics - Hatchlings - Lego - movies - puppet making - reading - sharks - singing - snow - soccer - tennis - theatre - vets - Ninja Warrior - transport - Kapla blocks - puppet shows 	<ul style="list-style-type: none"> - Book Fair (21st August-24th August) - QUIKR Sushi Lunch day (August 21st) - Year 5 Reading Buddies (Friday) - Science Term Focus 	<p>Writing table</p> <ul style="list-style-type: none"> - envelopes, pens, pencils, cards, invitations, picture story books, magnetic letters, lists, calendars, dictionaries, maps <p>Sensory</p> <ul style="list-style-type: none"> - play dough, beading, natural collage, fake grass, water beads, massage, meditation music, kinetic sand <p>Tinkering</p> <ul style="list-style-type: none"> - Hammers and nails, hard hats, measuring tapes, rulers, design briefs, cameras, screw drivers, protective googles <p>Dramatic play</p> <ul style="list-style-type: none"> - Puppet theatre, supermarket, bank <p>Building/Construction</p> <ul style="list-style-type: none"> - Lego, blocks, dominoes, marble runs, architectural plans, Zoobz <p>Reading corner</p> <ul style="list-style-type: none"> - Books, literature quotes <p>Maths resource area</p> <ul style="list-style-type: none"> - Rulers, counters, dice, bead frames, calculators, measuring tapes, hundreds charts, shapes, dominoes and unifix blocks <p>Collage</p> <ul style="list-style-type: none"> - Coloured paper, feathers, pipe cleaners, boxes, icy pole sticks, pom poms <p>Nature/Science</p> <ul style="list-style-type: none"> - Natural collage

introduced to Skipping skills using long ropes, short ropes, in partners, individual and continue to improve fitness