| Year Level: 1 | Term 2, Week 5 and 6 | | | |
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| **Developmental domain objectives** | **Learning objectives** | **Children's current interests** | **Staff/School/ Community interests** | **Learning experiences** |
| **Emotional**<br>For the students to demonstrate empathy towards others<br><br>**Social**<br>For the children to add value to their learning through collaborating with others<br><br>**Cognitive**<br>For the students to be creative and take positive risks<br><br>**Language**<br>For the children to ask and identify relevant and meaningful questions<br><br>**Physical**<br>For the children to use correct pencil grip | **Mathematics**<br>For the children to:<br>- Join two numbers together using different strategies (doubles, near doubles, partition, rearrange)<br>- Subtract using different strategies (count back, doubles)<br>- Create and interpret data in lists, tables and picture graphs<br>**English**<br>For the children to:<br>- write a narrative text including characters, setting and plot (week 5)<br>- be introduced to procedural texts (week 6)<br>- participate in reading circles<br>- reread, edit and publish their own final copy of a narrative<br>- recognise common consonant digraphs and the sounds they represent (sh, ch, th, **wh, ph**)<br>**History**<br>For the children to focus on key questions:<br>- What is my personal and family history?<br>- How has family life changed or remained the same over time?<br>- What remains of the past are important to the local community? Why?<br>- How have changes in technology shaped our daily life?<br>**Environmental** For the children to<br>- use water wisely (drink taps, water bottles)<br>- work towards conserving energy and electricity within the classroom (i.e. turning off lights, fans and heaters)<br>**Specialists**<br>**Japanese:** For the students to<br>- practise the tanuki song and how to say kobuta, tanuki, kitsune, neko and what it means in Japanese<br>- revise their body parts and how to say if something hurts in Japanese<br>- ake a role play using the language 'are you ok?' "my ….hurts.' 大丈夫ですか？ 。。。がいたいです<br>**Visual Arts**: For the students to<br>**Performing Arts**: For the students to<br>- use choreographic devices to select and organise movement ideas and create and practise dance sequences<br>**Physical Education:** For the children to<br>- be introduced to basic Gymnastics and familiarise themselves with activities such as tuck jumps, egg rolls, mini cartwheels, balancing on the beam, using the springboard and mini trampoline<br>- learn the song/dance The Limbo and Is that you Statue? | - animals<br>- painting<br>- bey blades<br>- science area<br>- basketball<br>- beach<br>- beading<br>- cricket<br>- gymnastics<br>- Lego<br>- Minecraft<br>- movies<br>- Pokemon<br>- play dough<br>- books<br>- reading<br>- Star Wars<br>- singing<br>- schools/role play<br>- tennis<br>- Auskick<br>- soccer<br>- Beanie Boos | - Visiting students from Cheltenham Secondary completing work experience<br>- History Term Focus | **Writing table**<br>- envelopes, pens, pencils, cards, invitations, picture story books, magnetic letters, lists, calendars, dictionaries, maps<br><br>**Sensory**<br>- beading, natural collage, fake grass, meditation music<br><br>**Tinkering**<br>- Hammers and nails, hard hats, measuring tapes, rulers, design briefs, cameras, screw drivers, protective googles<br><br>**Dramatic play**<br>- Café, puppy school, camping, doctors surgery, finger puppets<br><br>**Building/Construction**<br>- Lego, blocks, dominoes, Zoobz<br><br>**Reading corner**<br>- Books, literature quotes<br><br>**Maths resource area**<br>- Rulers, counters, dice, bead frames, calculators, measuring tapes, hundreds charts, shapes, dominoes and unifix blocks<br><br>**Collage**<br>- Coloured paper, feathers, pipe cleaners, boxes, icy pole sticks, pom poms<br><br>**Nature/Science**<br>- Camping area<br>- Science area |