

# St Joseph's School Stanthorpe

## 2014

### Year P

		Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4
English AC	<b>Silos:</b>				
	<b>Title:</b>	<b>On Your Mark</b>	<b>Get Set</b>	<b>Go</b>	<b>Let's Celebrate</b>
	<b>Course Overview:</b>	<p>In the Foundation year, students communicate with peers, teachers, known adults, and students from other classes. Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.</p> <p>In Prep, our learning is planned through a balance of the 5 Contexts for Learning: Routines and Transitions, Focused Teaching and Learning, Play, Investigations, and Real Life Situations.</p> <p>This term, we'll explore the differences between home and school, and informal and structured situations in readiness for learning. We'll participate in shared reading, viewing and storytelling using a range of texts for enjoyment, and we'll respond orally to these texts and to each other. Through formal and informal situations we will also explore the relationships between predictable text structures, print, familiar vocabulary and common visual patterns. Through discussion and collaboration, we will establish rules and expectations that support positive relationships and learning.</p>	<p>In the Foundation year, students communicate with peers, teachers, known adults, and students from other classes.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.</p> <p>In Prep, our learning is planned through a balance of the 5 Contexts for Learning: Routines and Transitions, Focused Teaching and Learning, Play, Investigations, and Real Life Situations.</p> <p>During second term, we'll be getting set to engage with, respond to and use texts (with support) for a variety of purposes, such as to entertain and to inform. We'll continue our exploration of the concepts of print, phonological awareness, familiar and environmental print, vocabulary related to familiar situations and predictable text structures, and we'll 'get set' to use these concepts with support when we're ready. We'll begin to develop knowledge of letter-sound relationships and be given opportunities to use this information purposefully.</p>	<p>In the Foundation year, students communicate with peers, teachers, known adults, and students from other classes.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.</p> <p>In Prep, our learning is planned through a balance of the 5 Contexts for Learning: Routines and Transitions, Focused Teaching and Learning, Play, Investigations, and Real Life Situations.</p> <p>In term 3, as well as engaging with and responding to a variety of texts, we'll be 'ready to go' with constructing and using texts (with prompts) for a variety of purposes. We'll also have opportunities to retell (in various forms) what we've listened to, viewed or experienced. We'll now 'have the green light' to explore and use (with prompts) the concepts of print, phonological awareness, familiar and environmental print, vocabulary related to familiar situations and predictable text structures. We'll continue to develop our knowledge of letter-sound relationships.</p>	<p>In the Foundation year, students communicate with peers, teachers, known adults, and students from other classes.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.</p> <p>In Prep, our learning is planned through a balance of the 5 Contexts for Learning: Routines and Transitions, Focused Teaching and Learning, Play, Investigations, and Real Life Situations.</p> <p>Term 4 we'll be celebrating our successes as we practise reading predictable texts. We'll reflect upon and use strategies that help us to read and present information for a range of purposes. We will have opportunities to share our feelings about the texts that we read. In our 'term of reflection', we'll be taking the opportunity to revise and edit, particularly for spelling, capital letters and full stops. We'll be presenting our work in various ways, including with the use of software, to celebrate!</p>
<b>Text types:</b>	<p>Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.</p> <p>PREDICTABLE LITERARY and NON-LITERARY texts that support and extend BEGINNER READERS, including: ** straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters</p> <p>* informative texts with a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.</p>	<p>Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.</p> <p>PREDICTABLE LITERARY and NON-LITERARY texts that support and extend BEGINNER READERS, including: ** straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters</p> <p>* informative texts with a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.</p>	<p>Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.</p> <p>PREDICTABLE LITERARY and NON-LITERARY texts that support and extend BEGINNER READERS, including: ** straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters</p> <p>* informative texts with a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.</p>	<p>Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.</p> <p>PREDICTABLE LITERARY and NON-LITERARY texts that support and extend BEGINNER READERS, including: ** straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters</p> <p>* informative texts with a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.</p>	

	<b>Assessment:</b>	<p>The Early Learning Record (ELR) may contain:</p> <ul style="list-style-type: none"> <li>• notes of conversations with children, e.g. spoken/signed: discussions in pairs about a poem</li> <li>• anecdotal records, e.g. spoken/signed: class discussions about illustrations, images or imaginative texts</li> <li>• personalised checklists with comments, e.g. written: one or more simple sentences to re-tell events</li> <li>• images or recordings — photographs, video or audio recordings, e.g. multimodal: short statements using persuasive language and pictorial representations <ul style="list-style-type: none"> <li>• objects or artefacts that children develop or make, e.g. written: short texts using words, sentences, capital letters and full stops</li> </ul> </li> <li>• notes of discussions with other partners, e.g. spoken/signed: discussions in reading groups about characters and main events in imaginative texts <ul style="list-style-type: none"> <li>• oral questioning, e.g. spoken/signed: questions about shared reading.</li> </ul> </li> </ul> <p>"Other assessment techniques:</p> <ul style="list-style-type: none"> <li>• visual diary, e.g. multimodal: photos/images and collaboratively produced annotations of dramatic performances</li> <li>• annotated photo story, e.g. multimodal: informative texts collaboratively produced to record key ideas and visual features <ul style="list-style-type: none"> <li>• digital book discussion, e.g. multimodal: recounts and discussions of familiar texts</li> </ul> </li> <li>• interview, e.g. spoken/signed: interviews about short viewed texts to make connections to child's personal experiences.</li> </ul>			
	<b>Scaffolding:</b>	<p>Play based learning experiences will provide opportunities for the learning/teaching moment, especially for individuals and small groups.</p> <p>Modelled examples and instruction. Whole class and small group planning, construction and presentation.</p> <p>Familiar situations, vocab and settings are constantly utilised to extend learning e.g. beginning letters/sounds of students' names.</p> <p>Journals and diaries are utilised for individual and group news and to record familiar patterns of routine.</p> <p>Hands on activities; small group activities;</p> <p>Many language experiences centre around picture books and other familiar texts e.g. signs and will include oral retells, changing the ending of a familiar story, shared reading, listening, discussion, making picture books, etc.</p> <p>Utilise special occasions e.g. Book Week, Easter to focus language, literature and literacy based activities</p> <p>Other hands on experiences include Early Years garden, cooking, construction.</p>	<p>Play based learning experiences will provide opportunities for the learning/teaching moment, especially for individuals and small groups.</p> <p>Modelled examples and instruction. Whole class and small group planning, construction and presentation.</p> <p>Familiar situations, vocab and settings are constantly utilised to extend learning e.g. beginning letters/sounds of students' names.</p> <p>More opportunities for formalised learning e.g. working at our desks time;</p> <p>Journals and diaries are utilised for individual and group news and to record familiar patterns of routine.</p> <p>Hands on activities; small group activities;</p> <p>Many language experiences centre around picture books and other familiar texts e.g. signs and will include oral retells, changing the ending of a familiar story, shared reading, listening, discussion, making picture books, etc.</p> <p>Utilise special occasions e.g. Book Week, Easter to focus language, literature and literacy based activities</p>	<p>Play based learning experiences will provide opportunities for the learning/teaching moment, especially for individuals and small groups.</p> <p>Modelled examples and instruction. Whole class and small group planning, construction and presentation.</p> <p>Familiar situations, vocab and settings are constantly utilised to extend learning e.g. beginning letters/sounds of students' names.</p> <p>Journals and diaries are utilised for individual and group news and to record familiar patterns of routine.</p> <p>Hands on activities; small group activities;</p> <p>Many language experiences centre around picture books and other familiar texts e.g. signs and will include oral retells, changing the ending of a familiar story, shared reading, listening, discussion, making picture books, etc.</p> <p>Utilise special occasions e.g. Book Week, Easter to focus language, literature and literacy based activities</p>	<p>Play based learning experiences will provide opportunities for the learning/teaching moment, especially for individuals and small groups.</p> <p>Modelled examples and instruction. Whole class and small group planning, construction and presentation.</p> <p>Familiar situations, vocab and settings are constantly utilised to extend learning e.g. beginning letters/sounds of students' names.</p> <p>Journals and diaries are utilised for individual and group news and to record familiar patterns of routine.</p> <p>Hands on activities; small group activities;</p> <p>Many language experiences centre around picture books and other familiar texts e.g. signs and will include oral retells, changing the ending of a familiar story, shared reading, listening, discussion, making picture books, etc.</p> <p>Utilise special occasions e.g. Book Week, Easter to focus language, literature and literacy based activities</p>
<b>Mathematics AC</b>	<b>Title:</b>	<b>Maths Term 1</b>	<b>Maths Term 2</b>	<b>Maths Term 3</b>	<b>Maths Term 4</b>
	<b>Course Overview:</b>	<p>This term we count to and from 20, make the connections between number names, numerals and quantities up to 10 and order small collections. We'll group objects based on common characteristics, explain the order and duration of events and connect events and the days of the week. We'll sort shapes and objects and answer simple questions to collect information.</p>	<p>This term we count to and from 20, make the connections between number names, numerals and quantities up to 10 and order small collections. We'll group objects based on common characteristics, compare objects using mass, length and capacity and explain the order and duration of events. We'll sort shapes and objects and use appropriate language to describe location.</p>	<p>This term we count to and from 20, make the connections between number names, numerals and quantities up to 10 and order small collections. We'll group objects based on common characteristics, compare objects using mass, length and capacity and explain the order and duration of events. We'll connect events and the days of the week, sort shapes and objects and use appropriate language to describe location. We'll answer simple questions to collect information.</p>	<p>This term we count to and from 20, order small collections and group objects based on common characteristics. We'll connect events and the days of the week, use appropriate language to describe location and answer simple questions to collect information.</p>
<b>Geography AC</b>	<b>Title:</b>	<b>People Live in Places</b>			
	<b>Course Overview:</b>	<p>Students explore the place they live in and belong to and learn to observe and describe its features. They learn about their own place and begin to build a connection with it contributing to their sense of identity and belonging. They start to explore their feelings by talking about their own special places and what makes them special, developing an understanding of why and how they should look after places. The concept of location is introduced through drawing maps, story maps and creating models to show where places and features are located. The emphasis is on places in which students live, but they also start to investigate other places that are familiar to them or about which they are curious. Through discussion and stories they extend their awareness of differences in features of different places and an understanding that other places are special to other people e.g. Aboriginal and Torres Strait Islander peoples.</p> <p>Focus Questions:</p> <p>What is place?</p> <p>What are places like?</p> <p>What are my special places?</p> <p>What makes a place special?</p>			

	<p><b>Key Sources of Geographical Data:</b></p> <p>Internet; Google Earth; variety of maps including floor World maps; globes; Picture Books e.g. <i>Tough Boris</i> by Mem Fox, <i>Hist</i> by C.J. Dennis etc; Information books; picture atlas;  <a href="http://e4ac.edu.au/units/foundation/seuence05.html">http://e4ac.edu.au/units/foundation/seuence05.html</a>  <a href="http://www.globaleducation.edu.au/teaching">http://www.globaleducation.edu.au/teaching</a></p> <p><b>Thinking Tools and Graphical Organisers:</b></p> <p>Circle Time  Story Time  Journaling/Diary entries  Word wall – Topic specific words  Story maps  5Ws and H – Who, What, Where, Why and How</p> <p><b>Assessment Ideas:</b></p> <p>Work samples – maps, story maps  Caring for place – observations  Communication – verbal, observation  Bulk Observation – People Live in Places – Ongoing formative assessment</p> <p><b>Fieldwork and Local Resources:</b></p> <p>Physical exploration of local features and pictorial representations of same  Possible field trips and recording features observed  Re-visit the Brisbane Excursion</p>			
<b>History AC</b>	<p><b>Title:</b></p> <p><b>All About Me</b></p> <p><b>My Past</b></p> <p><b>Course Overview:</b></p> <p>Children will research their family composition and structure and will be exposed to structures of other cultures and countries.</p> <p>Children will record celebrations of commemorative events in their diary (eg. Birthdays, Easter, Christmas, ANZAC, NAIDOC). Children will bring in special objects and artefacts of historical significance to their family to create a class museum. Children will be exposed to stories from the past by special guest visitors.</p> <p><b>Primary Source Document Focus:</b></p> <p>Family photo albums  Mum and Dad  Family members</p> <p>Family photo albums  Mum and Dad  Family members  Guest speakers</p> <p><b>Thinking Tools and Graphic Organisers:</b></p> <p><b>Graphic organisers:</b>  Booklet for All About Me containing double map to compare families and timelines to show sequences of events.</p> <p><b>Assessment Ideas:</b></p> <p>Child shows an understanding of growth and change in their own life. They show an understanding of their relationships with other family members. Students will show an awareness of similarities and differences in family structures and other cultures. Children will sequence familiar events in their lives.</p> <p>Child show an understanding that stories can be communicated through books, photographs, artefacts, oral histories and museums. Children will pose questions about their past and relate a story about their past using a prop.</p> <p><b>Local Resources:</b></p>			
<b>Science AC</b>	<p><b>Title:</b></p> <p><b>Staying alive</b></p> <p><b>Weather in my world</b></p> <p><b>On the move</b></p> <p><b>What's it made of?</b></p> <p><b>Course Overview:</b></p> <p>All animals, including humans, use their sensory organs to gather information about their environment. The sharp eye, the cocked ear, or the careful sniffing of air can warn animals of dangers that might threaten their survival. Humans use senses to gather information not only critical for our immediate safety, but also for planning to meet our basic needs for things such as food, water and shelter. The 'Staying alive' unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to investigate needs for survival of animals, including humans, and how our senses help us stay alive. Students' understanding of basic needs and their importance in our lives will be developed through hands-on activities. Through investigations, students will explore the needs of a classroom pet and compare them to their own needs.</p> <p>Each day the weather affects our work and leisure activities. The weather influences our decisions about what to wear and the things we do. Severe weather phenomena such as droughts, floods and cyclones have serious impacts on communities. Horticulture, farming, fishing and tourism are highly dependent on weather. The accurate prediction of weather patterns and interpretation of weather forecasts are very important to our economy and lifestyle. Note that the seasonal component of the content descriptor will be covered if suggestions in the lesson sequences, in blue italics, are covered. This unit covers the daily changes in our environment but not seasonal changes. The 'Weather in my world' unit is an ideal way to link science with literacy in the classroom. Students' beliefs and understanding about the air, Sun and wind will be developed as they work through hands-on activities. Through investigations, they will increase their knowledge of how the characteristics of weather affect their daily lives.</p> <p>Why do things move? The universe, and everything in it, is continuously moving and changing. Movement and change are concepts that we need to understand to make sense of the world around us. They are linked to concepts of energy and force. Scientists and engineers apply these concepts to study the performance of athletes and in the design of toys, cars and spacecraft. The 'On the move' unit is an ideal way of linking science with literacy in the classroom. Students develop an understanding of how things move. They explore the push and pull forces they can use to move objects in ways such as sliding, bouncing and spinning. Through investigations, students observe and gather evidence about rolling objects and explore the idea of fair testing. Note that the shape component of the content descriptor will be covered if suggestions in the lesson sequences, in blue italic font, are followed. This unit comprehensively covers how size impacts on movement but not the shape component of the content descriptor.</p> <p>All around us are things made from interesting materials. Who would once have imagined things like CDs, self-adhesive notes or floppy silicone ovenware? Materials that we now take for granted are the products of imagination and exploratory science. What new materials will be part of the world of the future and how might existing materials be used in new ways? What might materials allow us to make and do? The 'What is it made of?' unit is an ideal way to link science with literacy in the classroom. Through investigations, students develop skills of observing, describing, comparing and communicating. The unit provides opportunities for students to explore, through hands-on activities, what things are made of in the school environment and the properties of the materials used to make them.</p>			