

St Joseph's School Stanthorpe

2014

Year 1

		Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4
English AC	Silos:	Inform / Instruct / Entertain / Critique / Analyse / Persuade / Describe / Reflect	Inform / Instruct / Entertain / Critique / Analyse / Persuade / Describe / Reflect	Inform / Instruct / Entertain / Critique / Analyse / Persuade / Describe / Reflect	Inform / Instruct / Entertain / Critique / Analyse / Persuade / Describe / Reflect
	Title:	Let's Find Out	What was it Like?	Our World	How Did You Make That?
	Course Overview:	Students will engage in viewing and listening to information texts based on either Science Unit "Schoolyard Safari" or History Unit "Old and New". The students will examine the features of an information report and reconstruct text to match the format. Using a prepared template, the students will write a simple information report on a given topic related to the previously mentioned units, illustrate and edit it and share it orally with the class.	In the first part of the term, the students will engage in viewing and reading Pamela Allen and Beatrix Potter stories. They will examine features of each author's style of writing and illustrations. The students will investigate the features of a written description. They will plan, write, edit and illustrate a description of an older relative linking it to History Unit (What Was It Like). They will share orally these descriptions. The students will engage in viewing and listening to persuasive texts and examining the features of this genre. They will plan, write, edit and illustrate a piece of persuasive text whose topic will be established by topics covered in the History Unit "What Was It Like?"	Students will engage in fairytale narratives based on different countries and cultures of the world - listening to and viewing these traditional stories. Students examine the features of a narrative and learn how to plan and construct the text. Using story maps, students will plan, draft, write, edit, illustrate and orally share a simple narrative with their classmates.	Students will engage in reading and following simple recipes. They will examine the features of a recipe and reconstruct text to match the format. Students will follow these recipes and make simple food items. Students will write a recipe for a given item and illustrate procedure steps, edit spelling and punctuation, and then share it orally with the class. Through the Geography Unit "Environment Explorers", the children will use listening and speaking skills. They will prepare questions to ask experts in order to obtain information about Geographical features. The students will demonstrate listening skills to glean information and report on what has been learned. Students will investigate differences between informative and narrative resources, particularly images. 1. What are the components of a recipe? 2. Does the illustration add to the information given?
	Text types:	Expose - poems, picture books, information texts Instruct - Recount, Oral Presentation (following steps of a simple procedure) Information report linked to Schoolyard Safari (Science) Review - chants, rhymes, songs, imitating and inventing sound patterns including alliteration and rhyme, writing simple sentences.	Expose: multi-modal information texts, picture books, Instruct: Description, Poetry Performance Review: recount	"Expose: listening to, and viewing, longer texts Instruct: Narrative Review: recounts, descriptions" Book review	Expose: listening to, and viewing, longer texts Instruct: Procedural Text Review: recounts, descriptions Review narratives, recounts and descriptions. Teach written procedural texts Movie review
	Assessment:	Letter sound knowledge; Running Record; Sight Word assessment; analysis of written work. Phonological Awareness	Letter sound knowledge; Running Record; Sight Word assessment; analysis of written work; Phonological Awareness	Letter sound knowledge; Running Record; Sight Word assessment; analysis of written work; Phonological Awareness	Letter sound knowledge; Running Record; Sight Word assessment; analysis of written work; Phonological Awareness
	Scaffolding:	Small group - reading/focussed learning; modelling; text deconstruction			
Mathematics AC	Title:	Maths Term 1	Maths Term 2	Maths Term 3	Maths Term 4
	Course Overview:	This term we describe number sentences resulting from skip counting by 2s, 5s and 10s, locate numbers on a number line and count to and from 100, partition numbers using place value. We'll carry out simple addition and subtraction using counting strategies, continue simple patterns involving numbers and objects and order objects based on lengths and capacities using informal units. We'll explain time duration, describe two-dimensional shapes and three-dimensional objects and collect data by asking question. We'll draw simple data displays.	This term we describe number sentences resulting from skip counting by 2s, 5s and 10s, locate numbers on a number line and carry out simple addition and subtraction using counting strategies. We'll identify representations of one half, recognise Australian coins according to their value and tell time to half hour. We'll explain time duration, use the language of direction to move from place to place and classify outcomes of simple familiar events. We'll collect data by asking question and draw simple data displays.	This term we describe number sentences resulting from skip counting by 2s, 5s and 10s, locate numbers on a number line and count to and from 100, partition numbers using place value. We'll carry out simple addition and subtraction using counting strategies, identify representations of one half and continue simple patterns involving numbers and objects. We'll order objects based on lengths and capacities using informal units, describe two-dimensional shapes and three-dimensional objects and collect data by asking question. We'll draw simple data displays.	This term we describe number sentences resulting from skip counting by 2s, 5s and 10s, locate numbers on a number line and carry out simple addition and subtraction using counting strategies. We'll identify representations of one half, recognise Australian coins according to their value and continue simple patterns involving numbers and objects. We'll tell time to half hour, use the language of direction to move from place to place and collect data by asking question. We'll draw simple data displays.
Geography AC	Title:	Environmental Explorers			

Course Overview:	<p>The students will engage in exploration activities focused on natural, managed and constructed environments. The students will focus on the following key understandings:</p> <ol style="list-style-type: none"> 1. The Granite Belt region is made up of a variety of environmental areas that contain natural, managed and constructed features. 2. The Granite Belt has unique weather patterns which influence the features of the environment. 3. Some spaces within the environment are designed to suit particular purposes. 4. Some features of our environment will change. <p><i>Essential Questions:</i></p> <ol style="list-style-type: none"> 1. What are the features of natural, managed and constructed environments in our local community? 2. How do people organise and use natural, managed and constructed environments? <p>The exploration process will allow students to gather and represent data from local, primary sources and field trips. They will organise and record data on maps, in tables, as labels and graphic organisers. They will communicate and reflect upon understandings through collage, images and digital presentations.</p>
Key Sources of Geographical Data:	<p>Local maps and photographs Pictures of natural, built and managed features http://www.geogspace.edu.au/core-units/f-4/inquiry-and-skills/year-f-4/yf4-is-illus2.html Globes; maps; Google Earth;</p>
Thinking Tools and Graphical Organisers:	<p>Concept Mapping/ Concept Web Compare and Contrast Y Chart - Looks like, Feels like, Sounds like 1:2:4 - Think - students think about the topic quietly on their own; Pair - discuss similarities/differences with another student; Share - discussions shared with the larger group Brainstorm 4 Senses Graphic Organiser Grid maps</p>
Assessment Ideas:	<p>What Will Change Provide the students with an environment and a scenario e.g. what will happen if a car park is built in the middle of Weeroona park? Students respond to this in a multimodal presentation. Students investigate the area and the reasons for positioning of elements of the park, how the park is taken care of, who uses the park, special occasions the park is utilised for and the reasons the park is a good location and has the facilities for these events/uses. Students will orally explain a digital creation of their own which explains the impact a car park would have on Weeroona park and how it can be used by people. (Powerpoint, collage, narration of images)</p> <p>Topographical Changes The student is to sketch a visual representation of one area using the information gained in interviews to create the details.</p> <p>Photo Labelling of various features</p> <p>Before and After The students will be questioning Ranger Jo at Girraween, Mr and Mrs Poole at Poole's Produce and teachers and parents at Mt Marley about the changes that have occurred in these areas. The students will be recording this information and will interpret and reproduce this to form two images of one area (a before image of 5 years ago and an after image of now). The students must label their sketch.</p>

	Fieldwork and Local Resources:	Weeroona Park Girraween National Park and ranger talk Photographs of local places and features			
History AC	Title:	Old or New	What Was It Like?		
	Course Overview:	In this short unit, children will be exposed to a range of items (used by this generation or past generations within the household) to be classed as "old/new" or "from a long time ago". This will give them a sense of "olden days". The children will hypothesise on what the items are and if there is a "now" version of the item. Ongoing routines within the classroom will include keeping a class calendar, recording birthday celebrations, weekly "Show and Tell" sessions, recording of daily routines, daily events and weekly events.	We will investigate the differences between present family and parents/grandparents family – in terms of structure and roles outside home, washing, cooking, cleaning, gardening, childcare. This will be done via an interview of family members and will be recorded as a class book and in individual portfolios. We will discuss Aboriginal kinship and examine the seasonal calendars of Aboriginal/Torres Strait Islander cultures. Ongoing routines within the classroom will include keeping a class calendar, recording birthday celebrations, weekly "Show and Tell" sessions, recording of daily routines, daily events and weekly events. Investigations: We will visit the local museum, with grandparents, to investigate the differences in daily life between then and now. Investigations will include: games, school, cooking, transport,		
	Primary Source Document Focus:	People, photos, artefacts	People, photos, artefacts		
	Thinking Tools and Graphic Organisers:	Venn Diagrams, timelines	Venn Diagrams, Timelines		
	Assessment Ideas:	Timeline – sequence photographs of themselves over time and are asked questions about what has changed and what has remained the same. (Some things change over time, some things remain the same) See Work Sample ACARA History) Annotated Work Sample – Family events – My favourite day. See Work Sample ACARA History Work Sample – sequencing events from over the term. Children sequence pictures representing event from the term and adds comments about their order.	Annotated Work Samples - In the Olden Days/Today (from Investigation at Museum) Picture/Comment		
	Local Resources:				
Science AC	Title:	Schoolyard safari	Sounds sensational	Up, down and all around	Spot the difference
	Course Overview:	The world is teeming with animal life. Even the most unexpected places can host a diverse range of creatures. As humans, we share our wonderful planet with many other animals. Taking the time to really look at another species can provide a window into the similarities and differences among living beings, and can help us to appreciate how we are all part of a single, gloriously complex ecological system. The 'Schoolyard safari' unit is an ideal way to link science with literacy in the classroom. By observing the features and behaviour of small animals, students glimpse the diversity of animal life. Students explore small animals leading to a better understanding of how their adaptations help them survive in their habitats. Through investigations, students learn how animals move, feed and protect themselves.	Sounds surround us, bringing a wealth of information about our world. We make sounds as a way to communicate with each other. Sounds such as music can influence our mood. Loud and persistent noise can be annoying and even harmful, for example, resulting in noise pollution and induced deafness. Understanding sound allows us to better manage our acoustic environment. The 'Sounds sensational' unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to investigate how sound is produced, how sound travels, how sound is used and the characteristics of sound. Students' understanding of sound and its role in our lives and our community will be developed through hands-on activities. Students investigate factors that affect the pitch of a sound producer. Note that the Australian Curriculum Science course has introduced 'light' to the physical sciences content description. This unit is well-aligned to teach the concept of sound but not light. Light concepts will be covered if you follow the suggestions in the lesson sequences in blue text and italics.	The rising of the Sun, the Moon and the Earth's spin are reminders of the awe and wonder, beauty and power of the universe. Studying the relationships and changes in the sky and on Earth helps us to explain concepts that are presented to us each day and night. The 'Up, down and all around' unit provides students with the opportunity to observe changes which occur in the sky and landscape. Students explore changes in the sky and landscape and through investigations, students explain changes in sky and landscape, for example the Earth spinning on its axis and the different phases of the moon.	Changes are happening all around us. Chocolate melts in the sun, water evaporates from puddles and cement hardens in the open air. Predicting the changes that can happen to everyday materials is important in understanding the best way to manage things such as, food handling and cooking, construction and packaging. The 'Spot the difference' unit is an ideal way to link science with literacy in the classroom. By observing change, students glimpse the diversity of materials in their world. Students explore change through the context of food including spaghetti, chocolate and popcorn. Students learn about how heating or cooling a food can change its properties and whether that change can be reversed or not. An investigation about which type of chocolate melts the fastest will help students draw conclusions about how fast or slow changes can happen and the consequences of change.