

YEAR 1 TERM ONE OVERVIEW

Dates and Reminders:

Sports Uniform: Thursday

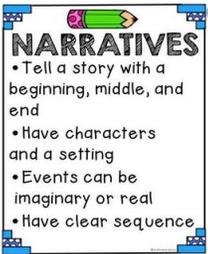
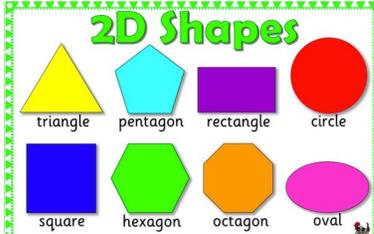
Reader Bags: Monday-Friday

Library: Tuesday

Level Mass: May 8th (Mother's Day Mass)

Expectations for homework:

- Your child needs to be reading 2 books each night. Yellow Reading diaries will be looked at on Fridays.
- Orally practise 'Sight Words'.
- Practise counting forwards and backwards by 2s, 5s and 10s from different starting points.

	English	Mathematics	Inquiry	Religion
Curriculum Overview	<p>Writing- Narratives The focus will be on:</p> <ul style="list-style-type: none"> • Planning and composing a simple narrative. • Using capital letters and full stops. • Using visual memory to write high frequency words. • Correctly forming upper and lower case letters legibly on dotted thirds.  <p>Reading and Viewing The focus will be on:</p> <ul style="list-style-type: none"> • Predicting what a story might be about before reading. • Identifying the characters, setting, problem and solution in a narrative. • Using a variety of reading strategies to work out the meaning of an unfamiliar word. • Identifying and reading common letter blends. 	<p>Number The focus will be on: Developing Mathematical thinking.</p> <p>Number and Algebra: COUNTING, PLACE VALUE The focus will be on:</p> <ul style="list-style-type: none"> • Counting • Sequencing numbers <p>Measurement and Geometry: SHAPE The focus will be on:</p> <ul style="list-style-type: none"> • geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces'. 	<p>Unit Title: Me & Others WHO ARE WE</p> <p>Central Idea: 'Everyday we learn more about who we are and what we do.'</p> <p>Theme Descriptor: An inquiry into nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Recognising similarities and differences between myself and others. • Relationships contribute to who we are. • The type of learner and person I am. 	<p>Unit Title: Friendship</p>  <p>The focus will be on:</p> <ul style="list-style-type: none"> • Understanding that friendship is a gift from God. • Identifying the qualities associated with being a good friend. • Exploring the concept of kindness. • Forming and deepening friendships. <p>Unit Title: Lent/Easter</p>  <p>The focus will be on:</p> <ul style="list-style-type: none"> • Becoming familiar with and reflecting on the symbols of Ash Wednesday and Lent.

	<p><u>Speaking and Listening</u> The focus will be on:</p> <ul style="list-style-type: none"> ● Speaking clearly and voice projection when speaking to an audience. ● Using effective listening skills such as: looking at a speaker, listening to a speaker and thinking about what the speaker has said. 	<p><u>Statistics and Probability: CHANCE</u> The focus will be on:</p> <ul style="list-style-type: none"> ● Identifying outcomes of familiar events involving chance and describing them using everyday language such as 'will happen', 'won't happen' or 'might happen' 		<ul style="list-style-type: none"> ● Coming to know Lent as a special time when we prepare for Easter. ● Describing the sequence of events that took place during Holy Week.
<p>What you can do at home to help</p>	<ul style="list-style-type: none"> ● Talk to your child about choosing books that are of interest to them in order to create a love of reading. ● After your child has read, engage in conversations about what the book was about. ● Give your child plenty of opportunities to practise writing their letters using the correct formation. 	<ul style="list-style-type: none"> ● Help your child foster a love of maths by discussing how maths is related to the real world in our everyday life. E.g. Shapes can be found in everyday items around the house and outside. Can you name some 2D and 3D shapes? ● Have a conversation with your child about the weather - what are the chances of it raining today? ● Use a hundreds chart to count forwards to 100 with your child. Start at a number and count backwards with your child to 1. 	<ul style="list-style-type: none"> ● Recognise similarities and differences between your child and family and others. ● Have a conversation with your child about how relationships contribute to who we are. ● Discuss with your child the type of learner and person they are. 	<ul style="list-style-type: none"> ● Have a conversation with your child about God's relationship with us. ● Reflect on the importance of belonging to family and the church.