

# Reception and year one 2022

## Term 2

### Ms Hoffmann & Ms Somerville

*. We recognise how important it is for our students to feel safe, secure and trust their environment. We want students to look forward to and be excited about coming to school. This will then in turn help them develop successful learning dispositions.*

#### **Our Pedagogy**

In the classroom we have a learner centred constructivist-based approach to teaching. Each student is treated as an individual and we aim to develop strong relationships with our students to understand their strengths. We integrate learning concepts to highly engage the students, establish a fun environment, program hands on activities and recognise it is important to build on students' prior knowledge.

We understand that children learn and absorb information in a variety of ways and when programming take into account Gardner's multiple intelligences. To cater for individual needs of students we aim to use aural, visual, verbal, physical and logical based activities.

We aim to foster a growth mindset which means we focus on students' effort rather than their intelligence. Students' intelligence is not fixed but with practise and persistence can be improved.

We ensure that we support and promote each student to thrive. We know that it is important to cater for the whole child, programming in activities, such as mindfulness, exercise, brain breaks and yoga to allow their own physical and mental well-being to remain at high standard.

#### **Personal and social capabilities**

Building students social and self-awareness skills are critical to promoting success at school and beyond. We encourage social interaction through cross class integration of the same year level and older year levels through buddy class.

*Teaching social and emotional literacy with the same vigour we've traditionally taught academic skills increases a young person's confidence and competence to get along with others ,and embrace life (What's the Buzz? website).*

Our programs of 'What's the Buzz?' and the Child Protection curriculum allows explicit teaching of social skills and promotes a better understanding of their own

feelings and capabilities. This term we are focusing on 'The right to be safe' and 'Relationships'. The concepts taught in these programs are meeting people and discovering differences, understanding feelings and emotions, and learning how to join in play, share, cooperate.

#### **Mathematics**

Maths along with other subjects has a problem solving approach to prepare the students for a rapidly changing 21<sup>st</sup> Century.

Students explore mathematic topics through a range of open-ended activities. These tasks aim for students to take risks, to challenge their thinking, provide opportunities to solve unfamiliar problems, which will then foster a deeper understanding.

In each topic explicit teaching of concepts will occur when required, for example clarifying misconceptions that the students' hold and specifically teaching formation of digits.

It is important skill for students to be able to articulate their mathematical knowledge. Opportunities will be given to students to explain their thinking through pair, group and class sharing.

We will foster meaningful connections for students, investigating maths concepts in class, across all subject areas and encourage them to see how maths connects to their life and the world beyond their own environment.

In maths this term we continue to develop students understanding of numbers, so they recognise numerals, accurately write digits, successfully count quantities and correctly partition larger numbers. Reception students are focusing on teen numbers to gain a deep understanding of these numbers. We are investigating the concept of half when referring to objects, numbers and time.

Patterns is another area that we are continuing to learn about, with the focus on number patterns that result in skip counting by 2's, 5's and 10's.

Measurement is a fun, hands on learning area of Maths that the students will be involved in. They will investigate length, capacity and mass and time concepts, such as days of the week, months of the year and reading the o'clock and half past on digital and analogue clocks.

#### **English**

In the early years at school we believe one of our highest priorities is to instil the desire to be actively engaged in all concepts of English. To be enthralled in a wonderful book, eager to write creative stories and speak enthusiastically about ideas are just some ways that illustrate how we aim for students to be confident in this learning area.

Our lessons integrate the strands of language, literature and literacy. Though the strands we develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Some examples of our learning for the term are:

Students are developing their understanding that texts can reflect their own experiences. We read a variety of quality literature, unpacking our prior knowledge, making predications and developing their understanding through the explicit teaching of new vocabulary. We explore different text structures and make connections between ourselves and the text.

We introduce a variety of texts to develop student knowledge of different types of texts and explore their similarities and differences. Students retell texts to identify key elements of the texts and develop their oral language.

Students are learning new sounds and letter patterns and are identify and recording the sounds the hear in words. They correctly form upper case and lower case letters and continue to develop their sentence structure knowledge through the explicit teaching of sentence structure.

### **The Arts**

Providing wonderful artistic experiences brings not only the students joy, but us as well.

We highly value the cross curricula link between English and The Arts. We use literature to inspire students and allow them to explore and express their ideas through music, visual art, dance and drama.

In visual arts students will have the opportunity to investigate different art forms, including drawing, collaging and painting. Students will learn about the primary colours and explore mixing these to discover secondary colours.

Our music sessions this term are focused around singing and dancing. The students have a wonderful opportunity to sing with Peter Coombe and the Music is Fun band that will be visiting the school. These two performances introduce students to a wide variety of song styles and they will practise singing the songs to develop their ability to singing in tune, staying in time and exploring the sounds their voices can make. Knowing the songs that are going to be performed makes it a more enjoyable for all. Another amazing incursion occurring at school is Footsteps, which is a dance program. Over five weeks students will be explicitly taught dances. Dance lessons are an amazing way to practise following instructions, moving our bodies, listening and following the beat of music.

### **HASS (History and Social Sciences)**

We integrate HASS into all areas of a curriculum with our focus this term on My World. We will investigate natural and human-made features of places, how the world is represented on maps, and students' connections to other parts of the world

### **Design & Digital technologies**

Through exploration, design and problem solving, students learn how technologies work. Our focus this term is using technology safely and developing our understanding of the use of technology in our classroom. Students will be introduced to new technologies that support their learning such as apps that allow students to manipulate objects and practice new learning.

### **STEM**

#### **(Science, technology, engineering and maths)**

The focus for STEM this term is introducing and getting students familiar with the engineering process. Through a series of simple learning tasks we will focus on: 1. what's the problem of the learning activity 2. what do we need to do to solve it? 3 how can we fix or do we need to adjust our design to ensure it has solved it and completed it to the best it could be? In our learning activities we will aim to develop students' knowledge about properties of materials, which will further be solidified in Science with Mr Strevens.

We are lucky to have beautiful garden beds at the end of our building. Each term we will have some focused gardening session with Rebecca from Greenhill Living and will be responsible for attending to the garden beds. This lovely asset promotes wonderful maths concepts such as examining seasons and measuring the growth, it also incorporates many scientific understandings such as insects, life cycles etc

### **Specialist subjects**

Students are incredibly fortunate to be taught by a variety of specialist teachers. They bring their passion to the student in wonderful engaging ways.

Mr Grigg brings dynamic games and promotes wonderful skills in PE, Mr Strevens leads investigations, generating awe and wonder in Science and Madame Denevue creates interest in the culture and the lovely language that occurs in France.