

## Reception and year one, term 4 2022

*Ms Hoffmann & Ms Somerville*

### 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.

A big focus this term is increasing the students own intrinsic motivation to strive to achieve their best. Encouraging independence and taking responsibility for their learning is a valuable skill to have. Student's will also have the opportunity to increase their leadership skills, through group work and being leaders when the kindergarten children come to visit in the transition process.

We have introduced The Zones of Regulation. The Zones of Regulation develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

### Mathematics

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 maths this term we continue to consolidate the students understanding of numbers, so they easily recognise numerals, accurately write digits, successfully add and subtract quantities and partition larger numbers independently.

Students will classify outcomes of simple familiar events and collect data by asking questions, draw simple data displays and make simple inferences. Students will collect and investigate data collected from simple problems.

We will continue to revise 2 dimensional shapes and explore 3 dimensional objects. We will identify these by names, features as well observing these in our environment. We will revise time concepts, such as days of the week and connect familiar events to the days of the week.

### English

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:

#### Receptive modes (listening, reading and viewing)

Listening: students have various opportunities to listen to stories, poetry, songs and discussions. They are encouraged to make connections to their own experiences. Students also participate in program called Heggerty: phonemic awareness. This learning allows the students to orally manipulate the English language to understand elements such as; rhyming, segmenting, blending and substituting sounds to create new words.

Reading and viewing: students continue to practise and develop their reading skills through multiple opportunities. Students take part in paired reading, guided reading, school library, teacher read stories and reading aloud to others. A focus for reading this term is for students to confidently comprehends stories and link events to themselves.

Another lovely opportunity is for the students to explore literature during buddy class time where the students will read with their older buddies.

Students continue to use Jolly Phonics (Rec) and Jolly Grammar programs (yr 1) to learn synthetic phonics, spelling and grammar concepts. This knowledge assists students with productive modes.

#### Productive modes (speaking, writing and creating)

**Speaking:** students continue to develop their oral language skills and confidence to give presentations to an audience. This term we are focusing on presenting a longer talk with at least three points of information. We encourage them to use key words and pictures as visual prompts to help their oral confidence and structure the talk appropriately. In addition, drama and playing speaking games such as 'what am I?' encourages oral language development. We always encourage all students to have a voice in group situations, to allow their ideas to be spoken.

**Writing and creating:** this term we are focusing on non-fiction texts. The students will learn how to read, extract information, write and respond to a variety of non-fiction texts. The students also have multiple opportunities each day to write. Text occurs in many forms, examples of these are labelling diagrams in Geography, practising spelling on whiteboards, creating posters, being involved in explicit handwriting lessons and generating recounts about activities that occur at home and at school.

#### The Arts – drama, singing, dancing and visual art

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 discover and express their ideas through drama. Students' will also be given opportunities to imagine and explore through drama games. They will use their bodies, senses, gestures, movement, voice and language to create real and imagined worlds. Drama provides a wonderful platform to develop students' self-esteem, confidence and encourage curiosity.

Through our concert songs students will learn about performing to a large group of people. Aspects such as projecting their voice, singing loudly but not shouting, creating and learning actions to the songs will be explored.

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

#### HASS (History and Social Studies)

We integrate HASS into all areas of a curriculum with our focus this term on My Family and Friends. We use student's natural curiosity to explore their personal world including personal and family histories. We are investigating family life now and in the past through experimentation and play.

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

Students will continue to develop their understanding of 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 with our buddy class, we will investigate how to reduce rubbish around the school and examine different ways to reuse packaging in our lunchboxes.

#### 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 activities and promotes wonderful skills in Health and 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.

