



Teacher: Christina Hatzinik

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Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

Specialist Lessons to remember

Music is Monday at 8:30am

P.E is Monday at 9:00am

Library is Tuesday at 1:30pm. Please bring a library bag to take home a book.

Religious Instruction is on Friday

Curriculum focus – what we will be working on in class this term

	Content	Assessment
English	<p>Students will engage with and analyse a range of procedural texts. They will then be taught to create their own procedures. They will explore the use of verbs, adverbs and the features of informative texts. They will learn to write commands and lists of instructions for a purpose. They will learn to structure their own procedures in a logical order and how to use specific and direct commands. They will learn to use repetition and word patterns to guide the reader through their procedures.</p> <p>When reading, students will continue to consolidate their understanding of decoding and comprehension reading strategies. They will apply these strategies to a range of familiar and unfamiliar texts.</p>	<p>Students will be assessed on their ability to write a procedure including a title, list of ingredients and a method. They will be required to use verbs, adverbs and provide details about when, where and how. They will need to list their steps in a logical order, ensuring they are using punctuation and spelling their sight words correctly.</p>
Maths	<p>Number and Place Value: Students will develop confidence with number sequences from any starting point and skip count by twos, fives and tens starting from zero. They will learn to recognise, model, read, write and order numbers to at least 100 and locate them on a number line. They will also solve simple addition and subtraction problems using a range of strategies.</p> <p>Fractions and Decimals: Students will recognise and describe one-half as one of two equal parts of a whole.</p> <p>Chance and Data: Students will identify outcomes of familiar events involving chance and describe them using everyday language. They will choose simple questions, gather responses, make simple inferences and represent data with objects and drawings</p>	<p>Number and Place Value: Students will be assessed on their ability to solve addition and subtraction problems and represent story problems in ten frames, pictures, number lines and number sentences.</p> <p>Fractions and Decimals: Students will be assessed on their ability to identify half in a range of shapes and groups of objects. They will also be required to compare halves and describe what makes a half.</p> <p>Chance and Data: Students will be assessed on their ability to ask a simple question, collect data on their question and represent the responses in a simple graph. They will also be required to answer questions about a graph and make simple inferences from it.</p>

	Content	Assessment
HASS	In this unit, Year 1 students will describe the natural, managed and constructed features of landscapes, how these places can be cared for and their different purposes. They will represent observable features of sky and landscapes over time, share ideas with others about changes and their effects on everyday life and other living things. Students will also learn how to explain location and how to describe directions to get from one place to another.	Students will be assessed on their ability to respond to questions about unfamiliar places and to identify and describe the features of places. They will depict activities in the landscape and sky and will need to identify and describe changes from day to night. Students will also be assessed on their ability to recognise that people describe the features of places differently and care for these places in different ways. They will need to give directions to different locations and describe the location of features.
Science	In this unit students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met.	Students will describe how a habitat meets the needs of a living thing and how changes in habitats might affect living things.
The Arts	Students will explore digital applications on iPads to create digital texts through adding and manipulating sounds, voice recordings, photographs, digital drawings and typed text. They will explore and experiment with a range of applications and tools for creating digital stories and texts.	Students will be assessed on their ability to make and share media art works using an iPad application. They will be required to use sound, photographs, text, voice recording and images drawn on the iPad to present their own procedure. They will also be assessed on their ability to communicate about media artworks they make and view, and where and why media artworks are made.
Technology	In Digital Technology, students will explore the types and purposes of a range of digital systems. They will learn to collect, sort and represent data using an application on the iPad.	Students will be assessed on their knowledge and understanding of the way in which digital systems are used. They will be required to select the most appropriate digital system for use in specific concepts. Students will also be assessed on their ability to collect, sort and represent on their iPads.
Health	We all Belong: In this unit, students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.	Students will be assessed on their ability to recognise how strengths and achievements contribute to identity and identify how emotional responses impact on others' feelings.