

Year Level: 1	Term 4, Week 7 & 8			
Developmental domain objectives	Learning objectives	Children's current interests	Staff/School/ Community interests	Learning experiences
<p>Emotional For the students to regulate their emotions when responding to scenarios.</p> <p>Social For the children to focus on socialising with students in other classes and work towards building relationships in preparation for 2021.</p> <p>Cognitive For the students to regulate their behaviour and focus on making good choices.</p> <p>Language For the children to use appropriate tone and volume when reading aloud to an audience</p> <p>Physical For the children to be aware of others when moving around the school, especially the Year 1 corner.</p>	<p>Mathematics For the children to: - represent practical situations that model multiplication (grouping) and division (sharing) - build arrays to solve simple problems - revise all known concepts of mathematical curriculum in needs based focus groups - Statistics and probability collect check and classify data (VCSMP127)</p> <p>English For the children to: - Identify different types of poetry (focus on haiku and alliteration poems) - consolidate understanding of nouns, verbs, adjectives - respond to texts drawn from a range of cultures and experiences - identify common prefixes and explain their meaning</p> <p>Environmental For the children: - take responsibility when choosing the correct bins for their rubbish - to reuse paper</p> <p>Specialists Japanese: <u>We are learning to</u> Partake in a play about a doctor skit <u>Success Criteria:</u> <i>We will be able to create a role play asking and responding in Japanese</i> <u>We are learning to</u> write subjects in Japanese and how to say them. Maths, English, Japanese, sport, music, art 産す、英語、にほんご、たいいく、おんがく、ひじゅつ tell sensei what subjects we have on what days <u>Success Criteria:</u> <i>We will be able to name subjects in Japanese and the days of the week</i></p> <p>Visual Arts: For the children to: <ul style="list-style-type: none"> Week 7: WALT tie a knot I can tie a knot using different threads and materials Week 8 WALT thread a needle SC: I can tie a knot at the end </p> <p>Performing Arts: We are learning to: <ul style="list-style-type: none"> rehearse, compose and perform songs and instrumental music we have learnt and composed to communicate ideas to an audience. </p> <p>Physical Education: For the children to: <ul style="list-style-type: none"> practice movement skills and spatial awareness- apply jumping skills to skipping apply FMs skills to mini games </p> <p>Health For the children to:</p>	<ul style="list-style-type: none"> - shops - basketball - beyblades - books - cafe - craft - dragons - fairies and elves - flowers - gemstones - floating and sinking - beading - knitting - Lego - meditation - mindfulness - Minecraft - movies - music - nippers - play dough - plays - post office - read - school - singing - soccer - Harry Potter - tennis 		<p>Writing table envelopes, pens, pencils, cards, invitations, picture story books, magnetic letters, lists</p> <p>Sensory play dough, beading, natural collage, meditation music, kinetic sand</p> <p>Tinkering Hammers and nails, hard hats, measuring tapes, rulers, design briefs, cameras, screwdrivers, protective goggles</p> <p>Dramatic play Ice-cream parlour, school, dolls' house, picnic and post office</p> <p>Building/Construction Lego, blocks, marble runs</p> <p>Reading corner Books</p> <p>Maths resource area Rulers, counters, dice, bead frames, calculators, measuring tapes, hundreds charts, shapes, dominoes and unifix blocks</p> <p>Collage Coloured paper, feathers, pipe cleaners, boxes, icy pole sticks, pom poms, material</p> <p>Nature/Science Mini beasts, slime, water play</p>

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| | <ul style="list-style-type: none">• Continue to add to their healthy toolkit/suitcase• Discuss the body's reactions to participating in physical activities• Use strategies to work in group situations when participating in physical activities• Recognise situations and opportunities to promote their own health, safety and wellbeing | | | |
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