

Reception and Year 1: Term 3 Overview 2020

Ms Indge

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 programing 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.

The Arts

This term for The Arts we are continue to develop our visual art skills in drawing, painting and collaging. We will be focusing on different art techniques and how art can make you feel. We will learn about different artists and the famous paintings they created such as the Impressionists, Monet and Van Gogh.

In addition to this we will use music and drama to express ourselves. We will listen to different pieces of classical music and explore the meaning and interpretation that comes from it, such as how does it makes you feel?

The whole Junior Primary unit are taking part in singing on a weekly basis. This is a lovely time to join in with fun, familiar and new songs allowing every one the joy of singing aloud as a choir.

English

In the early years at school we believe one of our highest priorities is to install 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.

Receptive modes (listening, reading and viewing)

Listening: students have various opportunities to listen to stories, songs and discussions. They are encouraged to make connections to their own experiences e.g. talk about a time they went on a bus to Adelaide.

Reading and viewing: students continue to practise and develop their reading skills through multiple daily opportunities. Students take part in paired reading, guided reading, class library, school library, teacher read stories and reading aloud to others.

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

Productive modes (speaking, writing and creating)

Speaking: we are continuing to develop the students' oral language and confidence to give presentations to an audience. Each week we have a theme for students to prepare a talk on e.g. vehicles that fly. We encourage them to use key words and pictures as visual prompts to help their oral confidence. In addition, we use the think-pair-share model for class discussions and encourage all students to have a voice in group situations.

Writing and creating: we have multiple opportunities every day to write. Text occurs in many forms, examples of these are labelling diagrams in HASS, practising spelling on whiteboards, writing to pen pals interstate, creating posters, writing narratives, non-fiction texts, and explicit handwriting lessons and creating recounts about activities at home and school.

Mathematics

Maths along with other subjects will have a problem solving approach to prepare the students for a rapidly changing 21st Century.

Students will explore mathematic topics through a range of open-ended activities. These tasks aim to challenge the students 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 an 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.

Our focus for Maths this term is:

Number: reception students will be explicitly taught numerals to 20 and continue their learning to 50+. Our year 1 students will initially focus on numbers to 20 and then move onto 100+. We provide a variety of experiences for students to gain a deeper understanding of our number system. This might include noticing numerals in their environment, subitising, recognising numerals before and after, counting quantities, correct formation and partitioning, learning rainbow addition facts, skip counting in 2,5 and 10s, identifying on number lines and orally counting out loud.

Time and money: all students will practise the important life skill of being able to tell the time on both analogue and digital clocks. They will create personal timetables and understand how long things take to do e.g. how long does it take to clean your teeth or to run around the oval?

Students will have the opportunity to recognise and use Australian currency and to look at other money from around the world. They will have opportunities to practise their money skills by adding up shopping totals and giving change.

All students will have the opportunity to solve open ended problems every day e.g. Sarah has five coins in her pocket. How much money might she have?

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 fortnightly sessions with our year five buddy class.

HASS (Humanities and Social Sciences)

We will be focusing on the history of transport and how it relates to the students and their families. For example, how did their great grandparents travel to Adelaide compared to nowadays?

For Geography we will be exploring the local community. We will be mapping and examining areas and devising ways to take care of them, for example, how can we look after the Wirra?

To enhance their understanding of the world around them, students will think about geographical distances and the most effective ways to get to places, for example you could walk to Melbourne, but would you?

(STEAM) Science, Technology, Arts, Engineering, Mathematics

The whole of the Junior primary are collaborating on Wednesday afternoons to focus on STEAM. Students will work in year level groups called 'Little Inventors' for receptions, 'Little Builders' for year one students and 'Little Explorers' for year two.

During this time, students will be using the engineering design process to solve problems in practical ways. Activities will also encourage students to develop their social and group working skills.

The whole school has a STEM problem every fortnight. This is a wonderful way to encourage awareness of problems facing our world and promote a social conscience.

Digital Technologies

The students will use digital technologies in many ways. iPads will be used for learning through SeeSaw activities. Students will use apps to practise coding concepts. They will also use iPads in to take photographs and to record their learning through videos.

Students will use laptops to develop their keyboard and touch typing skills. They will also have opportunities to consolidate learning on online using programs such as Mathletics and Reading Owl.

