

# Reception and Year 1: Term 3 Overview 2020

Ms Somerville

## 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 collage. 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. For example, the Impressionists, such as 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 fun, familiar and new songs.

Students' practise singing in tune and keeping in time. This group activity allows 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 illustrates 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 opportunities. Students take part in paired reading, guided reading, class library, and school library, teacher read stories and reading aloud to others. A focus for reading this term is for students to confidently comprehend stories and link events to themselves.

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 Geography, practising spelling on whiteboards, creating posters, constructing narratives, writing non-fiction texts, being involved in explicit handwriting lessons and generating recounts about activities that occur at home and at school.

## **Mathematics**

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

Our focus for maths this term is:

**Number:** reception students will consolidate their understanding of teen numbers, begin to explore bigger numbers and simple partitioning.

Year one students will develop their ability to partition numbers using place value, begin to use number lines and transfer their patterning knowledge to skip count by 2's, 5's and 10's.

All students will investigate money concepts, such as learning how to identify coins and the value of them. Money is dispersed in such an electronic matter (especially during the COVID-19 pandemic) that connecting the concrete examples of coins to actual amounts is critical.

Students will learn about the concept of half that can be applied to numbers, measurement and is vital in the understanding of time.

**Measurement:** students will investigate the measurement of time. They will learn the days of the week (Rec), months of the year (year one) and connect their own lives and events to them (all).

All students will identify time durations, discover the different ways time is displayed (for example on microwaves, iPads, Fit bits, and computer as well as general wall clocks). Year one students will also learn how to read time to the hour and half hour on digital and analogue clocks.

## **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.

The program 'What's the Buzz?' and Child Protection Curriculum allows explicit teaching of social skills and promotes a better understanding of their own feelings and capabilities.

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

We will be focusing on History of transport and how it relates to the students and their families. For example, how great grandparents travelled 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 there, for example you can 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 Explorers (Investigators/detectives)' for receptions, 'Little Builders' for year one students, 'Little Inventors' for year two.

During this time, students will be using the engineer design process to problems in practical ways. Activities will 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, participating in apps to practise coding concepts 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 programs, such as Mathletics.

