

Glendenning Public School

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Early Stage 1 Overview 2022

Please email or phone the school office to make an appointment, if you need to speak with your child's class teacher or team leader.

Early Stage 1 Assistant Principal - Mrs Both (Mon-Wed)
 Early Stage 1 Assistant Principal (Relieving) - Miss Borg (Thu-Fri)

KB - Miss Borg

KD - Miss Donovan

KF - Miss Flood

K/1R - Mrs Ramirez

KLA	Term 1	Term 2	Term 3	Term 4
Writing	Students engage in writing with an increasing awareness of the nature, purpose and conventions of written language. They create simple texts and recreate familiar imaginative texts by drawing on personal experience. Students retell events and experiences for known audiences that demonstrate an awareness of the text structure, basic grammar and punctuation needed. Students begin to apply simple editing techniques to their written work.			
	<u>Recount Writing</u> Students recount what they do on the weekend.	<u>Living Things and Their Needs</u> To learn about the needs, such as food, shelter and water, of living things.	<u>Let's Look After Our Place</u> Students will learn about the important interrelationships between humans and the environment. Students will explore ways in which they can care for the environment.	<u>You Are What You Eat</u> Students will explore foods that contribute to good health and healthy habits.
		<u>Sentence Study</u> (See below)	<u>Fact or Fiction</u> To develop an awareness of purpose, audience and subject matter of different types of texts.	<u>Relationships Shape Our Story</u> Students will identify their friendship groups and the people in their immediate

			families. They will learn about how relationships shape who they are.	makes a place special and how they may differ for different people.
Spelling	Students will develop their ability to know and use letters and sounds of the alphabet to attempt to spell known words.			
Reading	Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics to make meaning from short, predictable printed texts on familiar topics. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. Students recognise, discuss and respond to the different kinds and purposes of various written, visual and digital texts from a variety of cultures. They read with some fluency and accuracy, drawing support from concepts of print and their developing sound and letter knowledge. Students explore and identify some features of texts, including the use of rhyme, letter patterns and sounds in words in written and spoken texts.			
Grammar (Sentence Study)	Students will be taught grammar through the Sentence Study program. They will identify grammatical features in a given sentence, guided by the teacher to change one part, and demonstrate their understanding by replacing a feature, such as a verb, with another verb of their choice. Each term, students will learn about the following grammatical features:			
	<i>who/what/when/where words, capital letter, full stop, a sentence</i>	<i>statement, question, noun, question mark</i>	<i>pronoun, conjunction, where/when/how adverbial phrase, adjective</i>	<i>command, exclamation, pronoun reference, exclamation mark, quotation marks</i>
Handwriting	Students write most lower and upper case letters appropriately, using the NSW Foundation Style as appropriate. They explore the use of digital technologies to construct a variety of multimodal texts.			
Mathematics	Students will develop their knowledge, skills and understanding of the following topics:			
	Position Time 2D Space Whole Number Length Mass	Whole Number Area Data Addition Capacity Subtraction	Addition Whole Number Patterns and Algebra Multiplication Subtraction 2D Space Fractions and Decimals Division	Addition Volume Subtraction 3D Space Time Patterns and Algebra Whole Number
	<u>Number Talks</u>			
	Number Talks are a short 10-15 minute mini lesson where students build their capacity to think flexibly to solve a variety of number questions. The tasks are typically open ended, or allow for various previously taught strategies to be applied and for all students to access the teaching content, irrespective of their skill level.			
History	Students will learn about their personal history and that of their family. They will listen to and share stories from a range of cultures.			

	Students will develop their knowledge and understanding of how the past is different to the present.			
Geography			Students will learn about the different groups to which they belong. They will discuss why the groups are important to them and how they can care for the people in each group. Students begin to understand why different places are important to different groups, such as Aboriginal and Torres Strait Islander Peoples or immigrants.	
Science & Technology	<u>Living World</u> Students will learn to identify and describe what living things need in order to stay alive and healthy. They will explore and observe their immediate environment, by using their senses to gather information about objects and events.	<u>Earth and Space</u> Through practical activities, students learn about their five senses and explore various weather conditions and the effect they have on what we wear and the things we do.	<u>Physical World</u> Students will observe and investigate how, based on their properties, objects moved, by rolling, sliding, spinning or bouncing. They will discuss how the shape and/or size of an object changes the way it moves.	<u>Material World</u> Students will explore their immediate surroundings and determine the materials used to create various products, places and spaces. Students will demonstrate their understanding by following a simple design process to create an object suitable for an outdoor area at school.
	<u>Digital Technology</u>			
	<u>Digital Systems</u> Students will understand what digital systems are and how they are used in everyday life. Students learn how to use basic functions of an iPad.	<u>Following Instructions</u> Students understand that following steps help to achieve a goal. Students learn how to safely use basic functions of a Bluebot, to instruct it to move.	<u>Sequencing Instructions</u> Students practise the basic skills of coding, by understanding this as following a sequence of instructions. Students follow and describe a sequence of steps, using a Bluebot.	<u>Designing Digital Instructions</u> Students use their knowledge of sequencing instructions, to design instructions to solve an identified problem. Students design instructions to get a Bluebot from one point to another, navigating around obstacles.
Creative Arts	<u>Visual Arts</u> Students develop knowledge and understanding, skills, values and attitudes in making an appreciation by engaging with concepts of artists, artworks, the audience and the world. They	<u>Music</u> In music, students will develop their knowledge and understanding, skills, values and attitudes in performing, organising sound and listening, by experiencing musical	<u>Drama</u> Students will participate in imaginative play by taking on a range of roles and will work in teams to improvise accordingly to storytelling. They will learn about the concepts of drama, including	<u>Dance</u> Students perform dances with some control over body movement and expression. They respond to a range of stimuli, drawing from experience and imagination, exploring the notion

	<p>learn how they can investigate the world through selected subject matter (people, objects, places and spaces) and work within forms (painting, drawing, digital works) in expressive ways. Students learn to appreciate artists and their work.</p>	<p>concepts. These musical concepts include duration, dynamics, pitch, tone colour and structure. Students will explore and identify these concepts in music, and respond to sounds appropriately through movement. They will use body percussion and made instruments to display their understanding of the musical concepts.</p>	<p>tension, contrast and symbol, and how these can be used to entertain an audience. Students will investigate aspects of the human experience in their dramatic play.</p>	<p>that dance is about moving the body to express ideas. Students watch dance performances and begin to recognise some basic components of dance.</p>
<p>PDH (Personal Development/ Health)</p>	<p><u>Who am I? and How am I feeling?</u> Students identify personal strengths and how people grow. They recognise and distinguish emotional responses people experience in different situations and are provided with opportunities to practise interpersonal skills to interact positively with others.</p>	<p><u>How do I change?</u> Students will learn to explain how their body grows and changes, and how each body is different. They will learn specific terminology of external body parts, and how these body parts change as they grow up from a baby, toddler, adult and to an elderly person. Students will understand the importance of identifying good touches and bad touches, and what to do if they see or feel a bad touch.</p> <p><u>How do I connect with others?</u> Students will recognise that being kind, fair and respectful to others can support health, safety and wellbeing. They will practise interpersonal skills to be an effective group member by expressing their needs, wants and</p>	<p><u>Who cares for me?</u> Students will identify their circle of care and people who they trust.</p> <p><u>How do I keep my body safe?</u> Students learn about what and who supports themselves and others to be healthy, safe and active citizens. They are provided with opportunities to develop their knowledge, understanding and skills to develop self-management and interpersonal skills to positively interact with others. They participate in movement-based learning experiences to strengthen their movement competencies and develop positive attitudes towards participation in physical activity and making active choices.</p>	<p><u>How do I stay healthy?</u> Students will investigate how to lead a healthy, balanced lifestyle.</p> <p><u>How can I keep myself safe?</u> Students will identify ways to protect themselves.</p>

		feelings appropriately, active listening, self-control, sharing and helping. Students will identify people who care for them and how it feels to be cared about.		
Bounce Back	<p><u>Relationships</u> Students will develop social skills for making and keeping friends and managing conflict.</p> <p><u>Emotions</u> Amplifying positive emotions and managing uncomfortable emotions.</p>	<p><u>Social Values</u> Having social values helps us to treat other people well and in return, be treated well.</p> <p><u>Success</u> Students will develop skills that lead to successful goal achievement (goal setting, growth mindset, overcoming obstacles); identify their positive character and ability strengths.</p>	<p><u>Humour</u> Using humour to connect with others, to cope better and to understand differences between helpful and harmful humour.</p> <p><u>Safe</u> This unit focuses on strategies and skills for creating a safe class and school environment and discouraging and managing bullying incidents.</p> <p><u>Core Values</u> Honesty, fairness, acceptance of differences and responsibility.</p>	<p><u>Courage</u> Students will develop their ability to find courage in both everyday life and difficult circumstances.</p> <p><u>People Bounce Back</u> Skills and attitudes for coping and being resilient</p> <p><u>Looking on the Bright Side</u> This unit focuses on looking for the good parts, in bad situations. It also explores the importance of being hopeful that things will get better.</p>
PE (Physical Education)	<p><u>Locomotor and Manipulative Skills</u></p> <ul style="list-style-type: none"> • Demonstrate a variety of movement skills and movement sequences • Identify and describe how their body moves in relation to space, time, objects, effort and people • Test possible solutions to movement challenges through trial and error 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Demonstrate a variety of movement skills and movement sequences 	<p><u>Manipulative Skills and Games</u></p> <ul style="list-style-type: none"> • Participate in games with and without equipment • Participate in play that promotes engagement with outdoor setting and the natural environment • Collaborate with others and follow rules when participating in physical activities 	<p><u>Dance Skills</u></p> <ul style="list-style-type: none"> • Identify and describe how their body moves in relation to space, time, objects, effort and people

Home Readers

In Term 2, your child will bring home a home reader book each night from Monday to Thursday (provided they return their book each day and have a bag to put their book in). Books will not be sent home on Friday.