# Grade 1 Term Planner – Term 1, 2011

**Theme:** The World and I  
**Discipline Based Learning**

## Mathematics
There are 5 dimensions in this area.

**Number**
- Forwards and backwards to 100 by 1’s, 2’s, 10’s and 5’s.
- Make, rename numbers to 20.
- Recognise odd and even numbers.
- Addition, subtraction and doubling

**Space**
- Drawing and recognising 2D shapes
- Introduce 3D shapes-cone, cube, sphere, cylinder.
- Locate features when interpreting maps of familiar locations.
- Simple mapping.

**Measurement, Chance & Data**
- Make block graphs using 1:1 correspondence. Use a base line for comparisons.
- Days of the week, months, seasons.
- Time – day events
- Introduce concepts of capacity
- Chance and data: introduce language and concept of

## English
There are 3 dimensions in this area.

**Speaking and Listening**
- Recount real events.
- Tells personal experiences in a logical sequence.
- Eye contact when speaking with effective volume.
- Listens attentively and converses with others.
- Asks interesting questions. Introduce/review idea of fat and thin questions
- Participates in share/discussion circles using given roles eg ‘go for’, recorder, reporter and timekeeper.

**Reading**
- Concepts about print/strategies
- Sequencing/main ideas/characters
- Initial sounds/letter names
- 100 Most Used Words
- Theme words
- Author studies- Jeannie Baker

## Writing
- Write recounts - diary, picture stories. Rereading to check for mistakes.
- Rocket writing used.
- Reflective writing and alliteration introduced.
- Capital letters and full stops.
- Handwriting; upper and lower case letters, using appropriate lines.
- Using spelling resources and simple strategies.
- Writing basket for home writing with stuffed toy (recount).
- Spelling; high frequency words, 3 letter short vowel words, rhyming, syllabification as a tool for spelling introduced. Long and short vowel sounds
**HUMANITIES**
The humanities involves the study of human societies, people and their cultures in the past and the present. Students are introduced to the concept of resources and their management.

**Knowledge & Understanding**
- Students learn about their immediate and local community and environment. Local walk, walk down to parkland in Gisborne. (Environmental activities)
- Through observation, children investigate and describe natural and man-made elements in the environment of their local area.
- Develop understanding of the necessity of recycling in our community.

**Skills**
- Development of basic inquiry skills - observation, asking questions and presenting information in a variety of ways.
- Students develop their awareness of spatial concepts and ability to understand relative locations and with guidance, use appropriate maps. Map local park/bedroom, read map of school/classroom.

**SCIENCE**
The fundamental goal of science education is to stimulate, respond to and nourish curiosity, wonder and questioning.

**Knowledge & Understanding**
- Children observe and describe phenomena-shadows and weather, properties of natural and man made materials
- Understanding the similarity and diversity of living things and their relationship with each other and the environment.
- The interaction between earth and its atmosphere - the natural water cycle.
- How we can conserve water at home.

**Science at Work**
- Identifying simple patterns in observations arising from explorations of readily observable phenomena
  - Design investigations - eg. decomposition of materials
  - make simple inferences based on observations eg. Water states
  - use simple statements and drawings to identify patterns

**THE ARTS**
The Arts encourages the development of skills and the exploration of technologies, forms and processes through single and multimodal forms.

**Creating & Making ; Exploring & Responding**
- Weekly Art lessons
- Weekly Music lessons
- Classroom singing, drama, and art activities within theme.
**Physical, Personal and Social Learning**

This area ensures that students develop as people who take increasing responsibility for their own physical wellbeing, learning, relationships with others and their role in the local, national and global community.

There are 4 domains.

**HEALTH & PHYSICAL EDUCATION**

**Movement & Physical Activity**
- Maintain good health and maintain a healthy lifestyle.
- Weekly PE sessions/swimming lessons
- Brain Gym/ kilometre club

**Health Knowledge & Promotion**
- Brain Food and Water
- Safety and identification of strategies to minimise harms associated with particular situations or behaviours - eg. water safety, sun smart, fire safety, road safety, emergencies.

**PERSONAL LEARNING**
- ‘You Can Do It!’ – Getting along
- The positive Habits of the Mind introduced this term will be
  - Ask questions
  - Listening
  - Work with others
  - Persisting
- Reflecting on own work

**INTERPERSONAL DEVELOPMENT**
Children need to be encouraged and supported to take greater responsibility for their own learning and participation at school.
- Building positive social relationships
- Working and learning in groups. Introduce group roles.

**CIVICS & CITIZENSHIP**
Students participate in a range of class and school activities, such as recycling, taking responsibility for class resources and school governance, as well as marking local and national celebrations.
There are 2 domains

**Civic Knowledge and understanding**
- Need for rules in the family, school and community.
- Children explore the roles, rights and responsibilities of themselves, their family and the community.
Community Engagement

- Children identify ways that they and their families and the rest of the community can conserve the resources we need and work to improve the environment.
- Children develop skills through interacting and engaging with organisations in the community. Eg. Western water officer.

Interdisciplinary Learning
This strand focuses on ways of thinking, communication, conceiving and realising ideas and information.
There are 4 domains.

COMMUNICATION
‘Listening, viewing and responding’
- They practise the skills of being attentive listeners.
- They are encouraged to ask questions to clarify meaning and to extend interaction.
- Children experience, respond to and begin to interpret a variety of aural, written and visual texts, discussing alternatives and perspectives when they arise.

‘Presenting’
- Present their finished work/group ideas to the class

DESIGN, CREATIVITY & TECHNOLOGY
There are 3 dimensions – ‘Investigating & Designing’, ‘Producing’ and ‘Analysing & Evaluating’.
- Activity- Plan and construct something using recycled materials. e.g. junk man inspired from ‘Clean Up Surprise’

INFORMATION & COMMUNICATIONS TECHNOLOGY
There are 3 dimensions.
1. ICT for visualising thinking – Familiarisation with using Interactive Whiteboard.
2. ICT for creating – Tux Paint
3. ICT for communicating – locating information through use of the internet, CD Roms, Using touch typing program-Tux typing

THINKING
This supports the students in becoming effective and skilful thinkers. They order and sequence ideas. They classify objects and ideas using given criteria and describe and compare these classifications. Students work with peers to develop a range of creative solutions to simple problems.
There are 3 dimensions – ‘Reasoning, Processing & Inquiry’, ‘Creativity’ and ‘Reflection, Evaluation and Metacognition’.
- Questions and wonderings are encouraged, recorded and shared /KWHL charts
- Fat and thin questions
- Oral and written reflecting
- Venn diagrams/ Lotus chart
- Mind Maps
- Bloom’s Taxonomy & Multiple Intelligences
- Thinking hats (De Bono)
- PMI’s
- Grids
- Rubrics
- Other graphic organisers and thinking tools.