



## Covid 19 Curriculum

# English Term Plan - Year 1

This curriculum provides for student led learning with the support framework of teachers. This curriculum was originally designed for a creative approach to education where learning is student lead and teachers are facilitators. It could be easily adapted for the current need for isolation schooling.

English							
English	language						
	<b>Language variation and change</b> Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)	<b>Evaluative language</b> Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	<b>Alphabet and phonic knowledge</b> Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)	<b>Language for social interactions</b> Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)	<b>Phonological and phonemic awareness</b> Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822)	<b>Concepts of print and screen</b> Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)	
	literature						
	<b>Language devices in literary texts, including figurative language</b> Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)			<b>Expressing preferences and evaluating texts</b> Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)	<b>Personal responses to the ideas, characters and viewpoints in texts</b> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)		
	literacy						
	<b>Listening and speaking interactions</b> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	<b>Listening and speaking interactions</b> Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)		<b>Handwriting</b> Write using unjoined lower case and upper case letters (ACELY1663)		<b>Comprehension strategies</b> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)	



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week	reading and viewing		writing		spelling	speaking and listening	grammar
1	English online assessment		Handwriting THRASS alphabet assessment Write lower-case/ capital letters Tribes pg 266 , Biography: I can..		THRASS assessment Name capital and lower-case letters	Assessment of collaborative listening skills- Tribes	capital letters full stop
2	Silent reading  Guided reading  Shared reading  Modelled reading	toolkit	Handwriting THRASS overwrite charts	Recount scaffold Silly sentences game	THRASS chart - alphabet <i>Grapheme split: safe, right, all , the, time</i>	Attending (listening silently with full attention) Looks like; heads together, eyes looking, people nodding, leaning forward, smiling	Kung fu punct. capital letters full stop
3		toolkit		recount scaffold Silly sentences game	THRASS chart THRASS consonants <i>Grapheme split : reflection, inquiry, english, mathematics,</i>	Attending (listening silently with full attention) Sounds like; talking one at a time, encouragement, good idea, uh huh, yes	capital letters full stop
4		Good readers- introduce MSV	Modelled writing  Shared writing	JOY - Tribes pg 269 Recount, journal	THRASS chart THRASS vowels Grapheme split : class names, interest words	Attending (listening silently with full attention) Feels like; great, i'm important, people care, I'm smart, we're friends	noun/ verb
5		Visual - does it look right?	Guided writing  Interactive writing	Interview circle <b>recount journal writing analysis</b>	<b>Use phonemes and graphemes to create a Tribe name</b>	Non verbal encouragement (nodding “uh-huh”) Activity Based Sharing - labelling	noun/ verb
6		Structure- does it sound right?		Wishful thinking Tribes pg 378 , I wish... Recount journal	Golden words    spelling grid flash cards bingo grapheme tiles sensory/ creative LSCWC	Paraphrasing (what I heard you say was...) Reflecting feelings ( “you sound angry..”) Activity Based Sharing - describing	Sentence noun, verb
7		meaning -does it make sense?		I'm proud ..... Tribes pg 264 Report science- intro		Paraphrasing (what I heard you say was...) Reflecting feelings ( “you sound angry..”) Activity based sharing - explaining	Introduce VCOP
8		MSV - Cloze		Report science - scaffold		Activity based sharing - reflecting on process and product	punctuation pramid
9	Running record in portfolio		Handwriting THRASS alphabet assessment		Golden words assessment	Assessment of collaborative listening skills-	Peter’s Dictation



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			<b>Peter's Dictation</b>	<b>Tribes</b>	
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General Capabilities					
<b>Personal and social capabilities</b> This element involves students developing the metacognitive skill of learning when and how to use particular strategies to manage themselves in a range of situations. Students effectively regulate, manage and monitor their own emotional responses, and persist in completing tasks and overcoming obstacles. They develop organisational skills and identify the resources needed to achieve goals. Students develop the skills to work independently and to show initiative, learn to be conscientious, delay gratification and persevere in the face of setbacks and frustrations. In developing and acting with personal and social capability, students: <ul style="list-style-type: none"><li>• express emotions appropriately</li><li>• develop self-discipline and set goals</li><li>• work independently and show initiative</li><li>• become confident, resilient and adaptable.</li></ul>			<b>Critical and creative thinking</b> Students think about thinking (metacognition), reflect on actions and processes, and transfer knowledge into new contexts to create alternatives or open up possibilities. They apply knowledge gained in one context to clarify another. In developing and acting with critical and creative thinking, students: <ul style="list-style-type: none"><li>• think about thinking (metacognition)</li><li>• reflect on processes</li><li>• transfer knowledge into new contexts.</li></ul>		
<b>Sustainability</b>	The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.	
<b>Cross Curriculum Priorities</b>					
<b>Aboriginal Perspectives - Country/Place</b>					
Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is		Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.		Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land,	



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significant diversity		sea, sky and waterways.
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