

Curriculum

Valentine Public School



Syllabus

ENGLISH K-10 - EARLY STAGE 1 - OBJECTIVE A

WRITING AND REPRESENTING 1

[Home](#) › [English](#) › [English K-10](#) › [Content](#) › [Writing and representing 1](#)

Outcome

A student:



- › composes simple texts to convey an idea or message

ENe-2A

Content

Students:





Develop and apply contextual knowledge

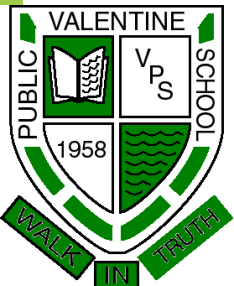
- drawing on their experience of language and texts, begin to understand that writing and representing can be used to convey an idea or message
- share writing with others for enjoyment
- develop an awareness of issues relating to the responsible use of digital communication  

Understand and apply knowledge of language forms and features

- know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)

Respond to and compose texts

- create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) 
- identify and use words around the classroom and in books during writing
- compose texts using some sight words and known words
- compose texts on familiar topics using pictures and graphics to support their choice of words
- experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences 
- use opportunities to write in their home language and dialect and make basic connections with English, including Aboriginal languages and Aboriginal English  
- participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)



Stage Statements

STAGE STATEMENTS

[Home](#) › [English](#) › [English K–10](#) › [Syllabus elements](#) › [Stage statements](#)

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for each stage of learning.

Prior-to-school learning >

Early Stage 1 ✓

By the end of Early Stage 1 students respond to a range of spoken, written and multimodal texts from familiar contexts. They demonstrate active listening behaviours to follow simple instructions and ask relevant questions. Students mix and communicate informally with peers, teachers and known adults in informal and structured classroom settings. They communicate clearly and purposefully when engaging in pair, group and class discussions. Students demonstrate an emerging awareness of how people use spoken language for different purposes. They deliver short presentations using familiar and learned vocabulary. Students explore the way familiar spoken texts are constructed and the features of these texts.

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.

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 and through performance, drawing and images. 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. They know and use letters and sounds of the alphabet to attempt to spell known words. 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. Students become aware of how to reflect on and assess their own and others' learning.

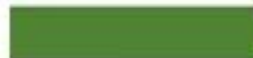


Key Learning Areas

These are the syllabus documents we are required to teach, assess and report on.



SCIENCE K-10
(incorporating Science
and Technology K-6)
SYLLABUS



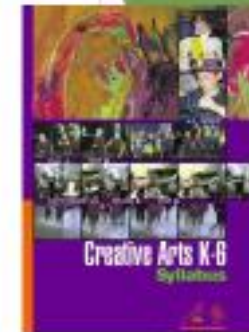
**ENGLISH
K-10
SYLLABUS**



**HISTORY
K-10
SYLLABUS**



**MATHEMATICS
K-10
SYLLABUS**




**GEOGRAPHY
K-10
SYLLABUS**



Programs

Valentine Public School		
Stage 1 Term 1 Literacy 2017 Program		
Term Overview: This term we are focusing on the English Concept of 'Characterisation'. Students will be learning through rich and multimodal text, images and using Creative and Critical Thinking Skills (CCTS). This unit will also include visual arts, drama and PDHPE. This unit is designed around fairy tales. Students will be exposed to the story elements and features that define fairy tales. They will learn how to recognise fairy tales and that they are fantasy. The students will listen to, compare and analyse the characters, settings and events of fairy tales in and between texts, sharing personal opinions. Students will make inferences about characters motives, actions, qualities and characteristics when responding to texts and discuss how depictions of characters in print, sound and images reflect characters in a range of literary texts. Provocative Question: How are characters represented in fairy tale texts?		
Outcomes		
Reading & Viewing	Writing & Representing	Speaking & Listening
<ul style="list-style-type: none"> EN1-4A - draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-8B - recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter. 	<ul style="list-style-type: none"> EN1-2A - plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers. EN1-7B - identifies how language use in their own writing differs according to their purpose, audience and subject matter. 	<ul style="list-style-type: none"> EN1-1A - communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations. EN1-6B - recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts.
Grammar, Punctuation and Vocabulary	Spelling	Handwriting and using Digital technologies
<ul style="list-style-type: none"> EN1-9B - uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts. 	<ul style="list-style-type: none"> EN1-5A - uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words. 	<ul style="list-style-type: none"> E11-3A - composes texts using letters of consistent size and slope and uses digital technologies.

Valentine Public School				
Stage 1 Term 1 Literacy 2017 Program				
Reading and Viewing, Writing and Representing, Speaking and Listening Program				
PLAT Markers 1-5 Reading and Viewing				
<ul style="list-style-type: none"> Reads texts with varied sentence patterns and several lines of text per page. Understand how readers' self-selection and enjoyment of texts is informed by personal interests. Discuss different texts on a similar topic, identifying similarities and differences between the texts. Recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how. 				
Week	Reading and Viewing (include how this will be taught & assessed)	Writing and Representing (include how this will be taught & assessed)	Speaking and Listening	Evaluation
2 Mon-Tues Tara Bassett	Guided Reading: See L3 Stage 1 Reading lessons for further details. Rich Texts: Cinderella AUTHORS INTENTION: <ul style="list-style-type: none"> Love Families Following your dreams Hope / Happiness Kindness VOCAB <ul style="list-style-type: none"> disrepair cinders garret Majesty 	Rich Text Focus/Writing → Fairy-tale: Cinderella English Concept: characterisation WALT: to understand, compare and analyse different characters personalities, motives, actions and qualities. WILF: use of CCTS to understand, compare and analyse different characters personalities, motives, actions and qualities. Possible Activities (could be whole class, small groups or individual): 1) Make a Class KWL chart:	 Morning Circle Giving score about how they are feeling. Shared reading experiences - In depth discussions relating to the rich texts.	Week 2 →

Valentine Public School		
Stage 1 Term 1 Literacy 2017 Program		
Thinking imaginatively and Creatively <ul style="list-style-type: none"> EN1-10C - thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. 	Expressing themselves <ul style="list-style-type: none"> EN1-11D - responds to and composes a range of texts about familiar aspects of the world and their own experiences. 	Reflecting on their learning <ul style="list-style-type: none"> EN1-12E - identifies and discusses aspects of their own and others' learning.
Enduring Understandings □ How are characters represented in fairy tale texts?		
QUALITY TEACHING QUESTIONS		
What do I want my students to learn?	Why does it matter?	How will I know they have learned it?
To read confidently, fluently and expressively To answer hear, hidden head questions correctly To write independently To self-edit/correct To listen attentively To speak confidently and expressively To write with correct posture, pencil grip, size, formation	To develop a love of reading and writing students need to develop appropriate strategies. To meet stage outcomes. To progress along the Literacy Continuum. To feel successful.	Progress on the Literacy Continuum Data collection-running records Word vocabulary Writing assessments Spelling tests Sounds/sight word assessments Evidence of self-correcting
Personal and Social Capabilities		
Respectful Social Awareness	Level 2 (S1)	Responsible Social Awareness
Appreciates different points of view Contributes to our society Understands relationships	People have similar and different points of view. I can describe how people help at school, home and in the community. I know how to make and keep friends and can show how to care for others.	Communicates effectively Works collaboratively Makes decisions
Responsible Social Awareness	Level 2 (S1)	Learner Self-awareness and Self-management
I respond appropriately using verbal and non-verbal communication I know how to cooperate in group activities. I contribute to individual and group decision-making in the classroom	I show self-discipline and sets goals Works independently and shows initiative Shows confidence, resilience and adaptability	I set goals in learning and complete tasks in a set time. I work independently and experiment with strategies to show initiative. I complete short tasks safely.

Valentine Public School				
Stage 1 Term 1 Literacy 2017 Program				
<ul style="list-style-type: none"> mocked coach blazing Print / Menton Text <ul style="list-style-type: none"> Beauty and the Beast Walt Disney Original Classic "Cinderella" - video Cinderella retold by Jenny Giles Prince Cinders by Babette Cole Cindy - Ella An Aussie Cinderella by Tom Champion Cinderella by Amanda Graham and Alex and the Glass Slipper by Amanda Graham Fairytales (read and viewed) PM Readers (Snow white and seven dwarfs, Rumpelstiltskin, Cinderella, Beauty and the Beast, Three Billy Goats Gruff, Chicken Little, The Tale of the Turnip, The Three Little Pigs, The Little Red Hen, The Gingerbread Man) Visual Text (Posters)	<ul style="list-style-type: none"> What I know about fairy tales? What I want to know? What I learned? TEMPLATE 2) Build up field knowledge: Students need to understand the traditional fairy tale of • Read Cinderella retold by Michael Foreman • Watch Cinderella - Youtube retelling traditional story • Watch Cinderella the Movie - Walt Disney Classics • Watch retell modern version Cinderella - Youtube coolschool During and after the viewing of these films, discuss in detail: the sound - especially music; facial expressions; and gestures/ actions used to set the mood and show emotions. Discuss animated stories where characters don't speak 3) What is a fairy tale? What makes it different from other stories - establish a class definition to reflect on throughout learning. Fairy tales are fantasy - it could	Discussion about content in the story and after the story has finished, discussing different themes - feelings, relationships, magic etc Children to discuss times when something 'magical' has happened to them. When have you had you		



Programs



Stage 1 –Year 1 Mathematics Scope and Sequence



	Number and Algebra	Measurement and Geometry	Statistics and Probability
Early Term 1	Whole Numbers Addition and Subtraction Multiplication and Division Fractions and Decimals (relate to Length)	Length Time 3D Space	
Later Term 1	Whole Numbers Addition and Subtraction Multiplication and Division Fractions and Decimals (relate to Area)	Area (relate to 2D Space) Time 2D Space	Data (relate to Whole Numbers) Chance
Early Term 2	Whole Numbers (relate to Time) Addition and Subtraction Multiplication and Division Fractions and Decimals (relate to Length and Time)	Length Volume and Capacity Time (relate to Whole Number) Position	Chance
Later Term 2	Whole Numbers Addition and Subtraction Multiplication and Division Fractions and Decimals	Volume and Capacity Mass (relate to 3D Space) 2D Space	Data (relate to 2D Space)
Early Term 3	Whole Numbers Addition and Subtraction (relate to Length) Multiplication and Division (relate to Addition and Subtraction) Fractions and Decimals	Length 3D Space Position (relate to 3D Space)	Chance
Later Term 3	Whole Numbers (relate to Multiplication and Division) Addition and Subtraction Multiplication and Division Fractions and Decimals (relate to Time)	Area (relate to Multiplication) Time (relate to Whole Numbers) 2D Space	Data
Early Term 4	Whole Numbers Addition and Subtraction Multiplication and Division	Volume and Capacity (relate to Multiplication and Division) Mass Time Position	Chance
Later Term 4	Whole Numbers Addition and Subtraction Multiplication and Division Fractions and Decimals	Length 3D Space (relate to 2D Space) 2D Space (relate to Fractions)	Data

Year 1 – Scope & Sequence Term 1

Weeks	Outcome	1-5	Weeks	Outcome	6-10
Strand		Key idea (PLAT MARKER)	Strand		Key idea (PLAT MARKER)
Whole Number	Applies place value, informally, to count, order, read and represent two- and three-digit numbers MA1-4NA, MA1-1WM, MA1-2WM, MA1-3W	<input type="checkbox"/> Count forwards and backwards by ones from a two-digit number <input type="checkbox"/> Partition two-digit numbers using place value <input type="checkbox"/> Recognise, describe and order Australian coins according to their value	Whole Number	Applies place value, informally, to count, order, read and represent two- and three-digit numbers MA1-4NA, MA1-1WM, MA1-2WM, MA1-3WM	<input type="checkbox"/> Partition two-digit numbers using place value <input type="checkbox"/> Read, write and order two-digit numbers <input type="checkbox"/> Read and use ordinal names to at least 'thirty-first'
Addition & Subtraction	Uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers MA1-5NA, MA1-1WM, MA1-2WM, MA1-3WM	<input type="checkbox"/> Model addition and subtraction using concrete materials <input type="checkbox"/> Recognise and recall combinations of numbers that add to numbers up to 20	Addition & Subtraction	Uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers MA1-5NA, MA1-1WM, MA1-2WM, MA1-3WM	<input type="checkbox"/> Model addition and subtraction using concrete materials <input type="checkbox"/> Recognise and recall combinations of numbers that add to numbers up to 20 <input type="checkbox"/> Model and apply the commutative property for addition <input type="checkbox"/> Make connections between addition and subtraction
Multiplication & Division	Uses a range of mental strategies and concrete materials for multiplication and division MA1-6NA	<input type="checkbox"/> Rhythmic and skip count by twos, fives and tens from zero <input type="checkbox"/> Model and use equal 'groups of' objects as a strategy for multiplication	Multiplication & Division	Uses a range of mental strategies and concrete materials for multiplication and division MA1-6NA	<input type="checkbox"/> Rhythmic and skip count by twos, fives and tens from zero <input type="checkbox"/> Model and use equal 'groups of' objects as a strategy for multiplication <input type="checkbox"/> Model division by sharing a collection equally into a given number of groups to determine the number in each group
Fractions & Decimals	Represents and models halves, quarters and eighths MA1-7NA	<input type="checkbox"/> Recognise, describe and represent one-half as one of two equal parts of whole objects, shapes and collections	Fractions & Decimals	Represents and models halves, quarters and eighths MA1-7NA	<input type="checkbox"/> Recognise, describe and represent one-half as one of two equal parts of whole objects, shapes and collections
Patterns & Algebra	Creates, represents and continues a variety of patterns with numbers and objects MA1-8NA	<input type="checkbox"/> Recognise, copy, create, continue and describe repeating patterns of objects or symbols	Patterns & Algebra	Creates, represents and continues a variety of patterns with numbers and objects MA1-8NA	<input type="checkbox"/> Recognise, copy, create, continue and describe repeating patterns of objects or symbol
Length	Measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres MA1-9MG, MA1-1WM, MA1-2WM, MA1-3WM	<input type="checkbox"/> Use uniform informal units to measure, compare and estimate lengths	Area	Measures, records, compares and estimates areas using uniform informal units MA1-10MG	<input type="checkbox"/> Use uniform informal units to measure and estimate areas
Time	Describes, compares and orders durations of events, and reads half- and quarter-hour time MA1-13MG MA1-1WM	<input type="checkbox"/> Name and order months and seasons <input type="checkbox"/> Use a calendar to identify the date and determine the number of days in each month	Time	Describes, compares and orders durations of events, and reads half- and quarter-hour time MA1-13MG	<input type="checkbox"/> Name and order months and seasons <input type="checkbox"/> Use a calendar to identify the date and determine the number of days in each month
3D Space	Sorts, describes, represents and recognises familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms MA1-14MG	<input type="checkbox"/> Distinguish between flat and curved surfaces <input type="checkbox"/> Use the term 'faces' to describe flat surfaces with straight edges <input type="checkbox"/> Identify cones, cubes, cylinders, spheres and prisms presented in different orientations, in pictures and the environment	2D Space	Manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons MA1-15MG	<input type="checkbox"/> Identify and name triangles, quadrilaterals, pentagons, hexagons and octagons presented in different orientations, in pictures and the environment
			Date	Gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results MA1-17SP	<input type="checkbox"/> Collect data and track what has been counted <input type="checkbox"/> Create data displays using objects and pictures (one-to-one correspondence) and interpret them
			Chance	Recognises and describes the element of chance in everyday events MA1-18SP	<input type="checkbox"/> Recognise the element of chance in familiar situations



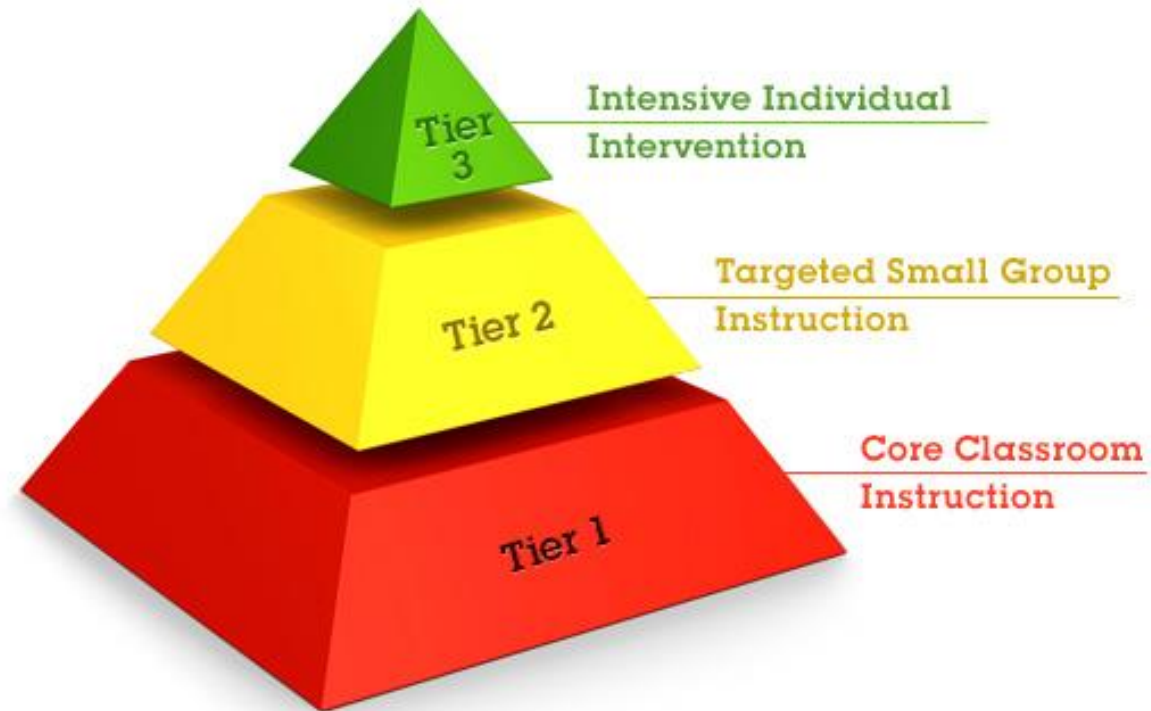
What is PLAT?

- ▶ Powerful Learning, Accountable Teaching (PLAT) is an education process based upon student performance against identified achievement benchmarks. Individual student performance data is collected every five weeks and used to inform teaching practices.
- ▶ Students who are identified as educationally at risk are supported by 3 tiers of intervention.

“Absolutely every child must achieve their benchmarks”
- Harris 2014



Intervention



RTI (Response To Intervention)
3 Tiers of Support

