

# Long Term Plan Form A Yr 1&2 2018 Term 2 Wks 4-9

## **Big picture/ Students Interests/ Learning outcomes**

*Why are we doing this? How can we make this relevant to students lives? Explain to students the BIG PICTURE.*

*"For the rest of this term we are going to be learning about the Aboriginal culture through Dreamtime stories and songs and use this learning to help us in our other subjects we learn in class like writing, reading, art, science and maths".*

*"I want you to share as much knowledge as you know about any of the things we learn, because you have lived in Leonora for a lot longer than I have and so have your families".*

*"We want school to be as enjoyable as possible for you all, so that you want to come and you have fun and hopefully what we learn for the rest of this term will make you want to come to school everyday and leave feeling happy and excited about learning".*

*"Remember if you are not sure of anything we are learning ask me, Fifi or another student in the class to help you".*

*"We are all here to learn together, have fun together and help each other grow into lifelong learners".*

2-way Science, Excursions- Malcolm Dam, Dreamtime stories (linking to culture), Hands on learning

## **Curriculum links**

### **Literacy-**

[\(ACELT1585\)](#) Literacy

*Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme*

[\(ACELA1444\)](#) Language for Interaction

*Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others*

Aboriginal culture- Dreamtime story/ song- Mamutitji- link to science inquiry

Word wall- extend vocabulary

Recount Writing- Excursion to Malcolm Dam

Procedure Writing- Sequencing of the Dreamtime story

### **Science-**

*(ACSI029) Communicate- Represent and communicate observations and ideas in a variety of ways. Acknowledge and learning about Aboriginal and Torres Strait islander peoples' ways of representing and sharing observations*

Inquiry Learning-

Antlion- learn about how they make trap pits to catch prey, life cycle, drawing and labelling, catching ants etc- trap pits, have Antlion set up in classroom for kids to see. See trap pits around the school to collect its prey (ants) [www.antlionpit.com](http://www.antlionpit.com) Show youtube clip of Ant Lions

### **Numeracy-**

[\(ACMSP263\)](#) Data Representation and Interpretation

*Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays.*

[\(ACMSP049\)](#) Collect, check and classify data

Collecting data on trap pits over a week, record (tally chart) and graph data on a pictograph using photos of invertebrates found. Compare and count amounts

### **The Arts-**

#### *Music*

*(ACAMUM081) Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community*

Learning and singing Mumutjitji song.

### **Weekly Breakdown**

*(See separate weekly plans)*

#### **Week 4**

**Literacy-** Teach students Dreamtime story of the Mumutjitji. Story to be told by Fifi or Kado in English and language. Students to sequence the story (procedure writing) using pictures and words.

**Science-** What is a Mumutjitji (Antlion)? Show youtube clip. Get students to share their knowledge before showing clip.

**The Arts-** Students learn the song- Fifi to teach- practise/ sing throughout the rest of the term. Discuss vocabulary used in song. Match language to English words.

#### **Resources Needed**

Fifi, Kado, picture cards of story for procedure writing,

<https://www.youtube.com/watch?v=CWkfAyfBDHE>,

<https://www.youtube.com/watch?v=QSYpWaFsiRY>, English/ language words used in song, CSIRO resources, [www.antlionpit.com](http://www.antlionpit.com)

#### **Week 5**

**Science-** Begin inquiry based learning. Question- What **invertebrates** might we find out at Malcolm Dam? Students brainstorm/ predict.

Draw/ Label Antlions. Look at Life cycle. At what stage of their lives do they use their trap pits? Get students to put pictures in order of lifecycle.

*Go on Excursion to Malcolm Dam. Students to search for Antlion trap pits. Students (Lummell) to demonstrate how to find the Antlion. Collect Antlions and sand to bring back to class as samples. Have whole class discussion on what we saw/ learnt at Malcolm Dam*

**English-** Write recount on excursion to Malcolm Dam

#### **Resources Needed**

Example of a diagram of an Ant Lion including the head, thorax and abdomen, model to students how to draw one uses explicit examples. Lifecycle of Antlion/ pictures cut up and students 'mix and match' in correct order. Excursion resources (white container etc). Notes to go home informing parents of Excursion. Lummell to possibly find Antlions at home to bring into school.

#### **Week 6**

**Science-** Inquiry-Look/ Measure. Discuss what invertebrates we found at Malcolm Dam. Use microscope to look at invertebrates in more depth. Discuss features. Get students to classify into categories using green CSIRO book. Draw/ label invertebrate. Revisit Antlions and set up pit traps at school. Each day this week go and collect insects found/ bring back to class (feed small ants to Antlions).

**Maths-** Collect insects found and record on tally charts/ pictograph (whole class activity).

**The Arts-** Continue practising singing The Mumutjitji song

### **Resources Needed**

Jars for pit traps, ice block sticks (label for each jar), whole class table/graph, microscope (program downloaded on computer- check with Sarah or Reggie), Pictures of different invertebrates found for pictograph.

### **Week 7**

*(ACARA coming to film Illustrations of Practise this week)*

### **Science- To be revisited depending on student progress**

**Maths-** Use pictograph activity into add/sub word problems e.g Form A found 6 ants and 2 beetles last week at school. How many did they find altogether? Use pictures of invertebrates for materials

**The Arts-** Continue practising singing The Mumutjitji song

**Literacy-** Extension activity- Edit/Publish writing onto word processing documents on computer. Fifi to sequence images of the Excursion to Malcolm Dam

**Design & Technology-** Using the app scratch to code the Ant being caught by the Mamu Tji Tji (ACTDIK002) (ACTDIP004)

### **Resources Needed**

Add/ Sub word problems and materials needed (pictures of insects), computers, Mumutjitji song

### **Week 8**

To be revisited depending on student progress

### **Week 9**

To be revisited depending on student progress

### **Word Wall (to be displayed in class and added to as new vocab is introduced)**

Vertebrate, Invertebrate, Mamutjitji, table, pictograph, head, thorax, abdomen

### **Non- Integrated Learning (see separate plans)**

Phonological awareness- whole school Letters and Sounds x5 per week

Guided Reading x4 per week

Numeracy rotations- mixed ability groups/ teaching needs based x4 per week

### **Significant Events to be potentially integrated**

Bird Week- week 7

Artist mural painting- week 4

Golden Gift- End of Week 6 weekend

### **Formal Assessments to be completed**

Letters and Sounds- recognise, name and write- wk 4

Guided reading ongoing assessments- weekly

5 Principles of Counting- First Steps- wk 4