

Purpose				Deep Knowledge / Understandings				Skills / Processes			
<ul style="list-style-type: none"> Easter for many people commemorates the resurrection of Jesus Christ. It is the most significant event of the Christian calendar. In addition to its religious significance, Easter in Australia is enjoyed as a four-day holiday. People celebrate many different things for many different reasons. Celebrations and ceremonies help to define who we are and give us a sense of belonging. Culture and beliefs influence celebrations. We should accept and celebrate diversity. 				<ul style="list-style-type: none"> Religious observances are an inherent part of <i>culture</i>. They remain an important and enduring aspect of many people's daily life. A healthy sense of identity helps children to be more open to people who share different religious outlooks. Human beings have unique ways of celebrating events that are important to us. 				<ul style="list-style-type: none"> Uses measuring and recording processes. Connects own ideas, knowledge and experience with information in viewed texts Shows an understanding that there are significant events and celebrations in people's lives and understands that there are different cultures and forms of cultural expression. 			
Society and Environment				English				Mathematics			
C1.1 Understands that there are different cultures and forms of cultural expression.	C1.2 Understands that people meet their common needs in diverse ways.	C1.3 Understands that common and unique characteristics exist among individuals.	TCC1.1 Understands that there are significant activities and events in their own life.	R 1.2 Makes connections between own knowledge and experience and the ideas, events, and information in texts read aloud.	V1.2 Makes connections between own knowledge and experience and ideas, events and information in viewed texts.	SL1.2 Shows emerging awareness of school purposes and expectations for using and interpreting spoken language.	W1.2 Recognises that writing is used by people to convey meanings to others.	C&D13b.1 Displays objects and pictures and describes data in words and numbers.	S16.1 Talks about likenesses and differences between things that can be seen or handled and begins to connect shape, movement and function.	N6a.1 Reads, writes and says small whole numbers, using them to say how many things there are, makes collections of a given size, and describes order.	M9b.1 Compares directly and orders 'straight' lengths and events in time and counts informal units of length, capacity, mass and time to decide 'how many fit or match'.
<p>People celebrate many different things for many different reasons. LAU: S&E Culture Yr 1 Who Am I?</p> <ul style="list-style-type: none"> Discuss: Some people see the Easter holiday as just a long weekend. How do you celebrate Easter at home? Church services, special foods, giving eggs, cards, etc. Pass a 'Holiday Hat' around in a circle of students. Ask about their favourite holidays or celebrations in the year. Only student wearing the hat can answer question: Where do you go on holidays or for celebrations? What do you do when you go on holidays or celebrate? Who are you with? How do you feel when you are celebrating special times with family/friends? Why is it your favourite holiday? Write responses on chart paper. Use scanned photographs of students' own Easter celebrations to create a PowerPoint presentation showing different experiences. Discuss: Even though we all may celebrate the same religious holiday, we all do it in different ways even within the same culture. View images of families from different cultures celebrating significant holidays. Identify an image that best represents your own family and give some reasons to explain how this image is similar to your experiences. Construct a class chart showing similarities and differences in how families celebrate. <ul style="list-style-type: none"> Compare and contrast 3 different religious celebrations eg Easter, Diwali, Chinese New Year: Invite parents or community members to speak to the class, discussing how they celebrate Easter, Diwali or Chinese New Year. Have them bring a special dish or symbol to share. Make a Venn Diagram comparing the three celebrations - Easter, Diwali, Chinese New Year. Explain how a Venn Diagram is helpful for comparing ideas and objects. Gather some real symbols that students can manipulate eg Easter - bunny, eggs, buns, cross, Diwali – gold jewellery, oil lamp, 'diyas', Chinese New Year – bamboo, chrysanthemum, sunflower, lanterns, etc. Give a talk about a selected symbol. Discuss: Is Easter celebrated at your house? What are some things that your family do every year during Easter or your religious celebration? <ul style="list-style-type: none"> Why are these special events important? What is the same about Easter, Diwali and Chinese New Year? What is different about Easter, Diwali and Chinese New Year? How do these special holidays help us understand different people? What are 'values'? Where do our values come from? What parts of the celebrations show people caring for others? Discuss the similarities between the holidays and how many families celebrate in similar ways. Talk about the importance of respecting the differences as well. Make an Easter Culture-Bonnet for the class, by the class. After learning facts about each religious celebration, pass the hat around in a circle of students, hold up a picture/image of a selected celebration. Take turns wearing the bonnet and imagine they celebrate the pictured event at home. Try and explain one special thing about the selected celebration. 				<p>Reading</p> <ul style="list-style-type: none"> Read books about Easter: eg <i>The Easter Story</i> by Brian Wildsmith, <i>The Story of Easter</i> by Eileen Fisher, <i>A Child's Easter</i> by Patricia A. Pingry. After discussion make a large class illustrated flow chart of the story of Easter. LAU: Eng Reading Yr 1 Reading Skills Auditory Letter sounds – Identify the letter sound 'e' in isolation and in context. Make or draw the letter. Identify words starting with the letter 'e'. Make up alliterative sentences orally, teacher scribing. Introduce digraph 'ea'.....go on an "ea" Hunt - signs, books, student names, shared writing, etc. <p>Viewing</p> <ul style="list-style-type: none"> Photographs: View photos of family, different cultures, celebrations, religious events. Film Festival: bring family videos to view together in school. Ask each child to act a narrator for their family's film. Discuss rituals, symbols, customs, etc. View videos of people around the world celebrating Easter eg Italy, Germany, Russia, etc. <p>Speaking & Listening</p> <ul style="list-style-type: none"> Mystery Egg Send a large hollow, plastic Easter egg home with a child. Each day parents must help child find an everyday object at home they can describe with 3 clues. Parents must write these 3 clues down and return egg with child the following day. Teacher reads clues; children must listen and guess what it is. First person to guess correctly will take home the egg. Interview: parents/grandparents for recipes and traditions associated with Easter. Make a class list. Compile a Class recipe book. Have an Easter Cook-Up Day. Write and draw a picture about the way you usually celebrate Easter each year. Have students visit other classes within the school to share their stories and drawings. Invite parents or community members to speak to the class, discussing how they celebrate Easter, Diwali or Chinese New Year. Have them bring a special dish or symbol to share. <p>Writing</p> <ul style="list-style-type: none"> My Favourite Easter memory – write a story and illustrate. Celebrations book - "How We're Alike and How We're Different." Make a book. Compile each child's special religious family celebration or Easter memories. Discuss the significance of eggs in relation to Easter: write a class acrostic poem inside the shape of a large egg using the word 'Easter'. Make an 'Egg-cyclopedia' booklet with lots of facts about eggs. Go to the Big Egg page and imagine what might be inside the egg. Create your own pictures. 				<p>Data LAU: Math Chance & Data Yr 1 Collecting & Interpreting Data</p> <ul style="list-style-type: none"> Venn diagrams: make a list of facts, symbols, and key words associated with Easter and another religious celebration eg Diwali or Chinese New Year. Transfer information to Venn diagrams. Section A of Venn diagram will include information about Easter as student knows it, Section B will include information about another religious celebration, and Section C (overlapping area of diagram) will include information that is common to both celebrations. Survey: ask family members which celebration during the year is most important to them. Why? Use results to make a class graph. <p>Space</p> <ul style="list-style-type: none"> Easter: Activity Idea Place – some activities from a website filled with Easter ideas and activities: <ul style="list-style-type: none"> Easter Egg Match-Up: Collect different coloured plastic eggs. Take eggs apart. find 2 matching egg halves and assemble. Easter Egg Sort: sort the eggs by size or colour. <p>Number</p> <ul style="list-style-type: none"> See Basket Game in the Maths section at this website Easter: Activity Idea Place for a Maths activity about the number '5'. There are lots of other cross curricula activities and songs at this site <p>Measurement LAU: Math Measure Yr 1</p> <ul style="list-style-type: none"> Make a full year timeline: Hang at reachable height - track Easter and other celebrations (Add to timeline as other celebrations are learnt). Hang a clothesline across room, mark intervals for each month. Peg students' info cards at appropriate places on timeline. Recall the months of the year. Learn the components of a calendar. Make personal calendars for each child: decorate pages with symbols from their favourite holiday and pictures of themselves involved in their family traditions. Mark family celebrations eg birthdays, anniversaries, religious holidays, etc. Cooking: measure, weigh and count - Easter foods from around the world eg Russian Easter bread, European <i>babka</i>, Hot cross buns, etc. Cooking eggs: prepare scrambled eggs, or make an egg sandwich. Easter Egg Balance: weigh plastic eggs using a balance. Rank. 			

Science and Technology				Health and Physical Education				The Arts			
<p>LL 1 Understand that people are examples of living things have features and change over time.</p>	<p>NPM 1 Understands that different materials are used in life and that materials can change.</p>	<p>EB 1 Understands that easily-observable environmental features, including the moon and sun, may influence life.</p>	<p>Technology 1I Recognises different ways information can be used and presented. Relates this to using simple ways of gathering sending/receiving, recording, and processing information.</p>	<p>SMS1 Uses basic self-management skills in familiar health and physical activity situations.</p>	<p>IS 1 Uses basic communication and cooperation skills when interacting with familiar people.</p>	<p>SPA 1.1 Demonstrates fundamental movement skills, body management and locomotion.</p>	<p>SPA 1.2 Explores movement in structured and creative play.</p>	<p>A1I Values and uses ideas and imagination as well as play and sensory experiences as the basis for making and sharing arts activities.</p>	<p>ASP1 Experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings.</p>	<p>AR1 Engages with others and makes simple personal responses to own arts works and activities and those of others and understands that there may be a different range of responses.</p>	<p>AIS1 Recognises and talks about arts experiences in their own life and arts activities in the immediate community</p>
<p><i>From the earliest times, the egg was a symbol of rebirth in most cultures. Christians adapted the pagan celebrations of Spring and adopted the 'egg' as a symbol of resurrection and new life.</i></p> <p>Investigating Environments</p> <ul style="list-style-type: none"> ● Explore and compare how people, birds and animals care for their young. ● Family homes: Explore the different kinds of places people live in, and the fact that different habitats determine the type of homes. Children draw their own house and make into a book. ● Examine nests – draw pictures/take photos. Look at photos of other ways in which eggs are protected by animals eg penguins. View <i>March of the Penguins</i> and <i>Happy Feet</i> <p>Investigating the Natural World LAU: Sci Life Yr 1 Plants and Animals</p> <ul style="list-style-type: none"> ● Investigate the food and materials animals on a farm provide us. ● Make a list of animals that lay eggs and find out how the baby animal inside gets the protection and air that it needs to survive. ● Cycles of life: learn about metamorphosis by watching one or more insects change from egg or larva to pupa to adult. Record the process and make a life cycle picture. ● Incubator: Observe chickens hatching from eggs in class. Take photos of each stage and annotate with simple sentences. Make a class chicken hatching diary. ● Questions to consider whilst observing eggs in incubator: How are baby chickens or "chicks" born? How long do you think it takes for an egg to hatch? What kinds of things do eggs need to hatch? What happens to an egg if it doesn't get these things? Once a chick is born, what kinds of things does it need to grow up healthy? Can you think of any other animals that are hatched from eggs? <hr/> <p>Technology</p> <p>PowerPoint slideshow - How to Hatch an Egg project: Consider the following:</p> <ul style="list-style-type: none"> ○ What materials would you need you in order to properly take care of an egg? ○ What would you need to hatch it? ○ How would you care for a chick and help it to survive once it is hatched? <p>After observing chickens in a classroom hatching project, students can assemble (with teacher assistance) their photos and gathered knowledge and data and use technology tools to prepare an electronic presentation of the life cycle of an egg to a chick.</p>				<p>Health LAU: H&PE Health Yr 1 Health</p> <ul style="list-style-type: none"> ● See web-lesson "It's Okay to be Different" for the following activity: <ul style="list-style-type: none"> ○ Multiculturalism: read <i>It's Okay to be Different</i> by Todd Parr. Observe and discuss differences/ similarities in a brown and a white egg. Also examine and compare various brightly coloured Easter eggs. Ask what they think the eggs will look like on the inside. Crack and discuss "even though the eggs look different on the outside, they are the same as you and me". ● Brainstorm and chart other things that are the same that look different. ● Interview a friend in the class about how they celebrate Easter or a special religious holiday. ● See Our Families State of NSW, Department of Education and Training, Curriculum K–12 Directorate (2006) COGs unit S1 Our families (B), page 4, for the following activity about things that students value: <ul style="list-style-type: none"> ○ Values: View images/pictures of people and read books about different religious celebrations around the world. Read <i>I Wish I Had A Pirate Suit</i> by Pamela Allen. Ask students questions to facilitate their understanding of values: <ul style="list-style-type: none"> ▪ <i>What things or objects do you have that are special to you? How are they special?</i> ▪ <i>Who/where did you get it from?</i> ▪ <i>How do you treat the objects that you treasure/value?</i> ▪ <i>Do we all value the same things? Why/why not?</i> ● Discuss the different types of Easter or religious celebrations that families participate in. ● Give a brief oral description of your Easter/religious family activities to the whole class/group. ● Tally information and represent on a picture graph. ● Easter is about death and resurrection. The death of a parent, loved one or even a pet can be very difficult. Discuss how it might feel to lose someone special and ways we can deal with it. This website Helping Child Deal with Death offers useful advice. <p>Physical Education</p> <ul style="list-style-type: none"> ● Egg and Spoon Races: Variations could include relays and obstacle courses. To make it easy for place something on the spoon to make the egg stick. ● Easter Egg Bowling: Colour some boiled eggs and leave one white. Roll the white one into the centre of a room and take turns to see who can roll their egg closest to the white egg. ● Scrambled Eggs: Run helter-skelter in any direction trying not to touch anyone else. Alternatives: Use scrambled eggs with different directions (zigzag) or different walks e.g. crab walk. <p>Note</p> <ul style="list-style-type: none"> ● <i>Be aware and considerate of students in the class who do not celebrate Easter for religious or cultural reasons.</i> <hr/> <p style="text-align: center;">Useful websites</p> <ul style="list-style-type: none"> ● Easter - Activity Ideas Place lots of Easter themed activities, games for PE, art ideas, songs and more. ● Easter History, lore, customs, and fascinating trivia ● Chinese New Year ● Easter Symbols & Traditions ● Easter on the Net - Story ● Answers.com search engine for information ● Easter lots of links to info, games, art & craft ideas, lesson plans and more. ● Easter Around the World info about how Easter is celebrated in different countries. ● Embryology in the Classroom ● Hatching Chickens useful lesson with many links and resources ● Chickscope excellent photos of the stages of chicken development 				<p>Visual Arts</p> <ul style="list-style-type: none"> ● More ideas and activities available at Easter: Activity Idea Place <ul style="list-style-type: none"> ○ Eggshell art: Cover templates of hatching eggs with broken eggshell. ○ Alternatively, tear and glue torn pieces of cream-coloured paper on eggs to give a cracked effect. ○ Paper Mache Easter eggs: Blow up and paint balloons with liquid starch. Place strips of coloured tissue on balloon. When dry, pop. <p>Make Images and Objects to Visually Represent:</p> <ul style="list-style-type: none"> ● Ideas, themes: eg Spring, What Easter means to me, New life, celebrations, Easter holidays, etc. ● Observations: a sensory walk around a building or natural environment to collect items that represent Spring. ● Printmaking: LAU: Arts Visual EC Printmaking <ul style="list-style-type: none"> ○ Decorate a piece of wrapping paper in sponge prints. Obtain (or make your own) sponges shaped as lambs, bunnies or ducks. Give an Easter present to your family. ○ Egg-Shaped Balloon Prints: Inflate balloon to palm size. Dip balloons in different coloured pastel tempera paint and press firmly onto paper. Mix colours, or use one colour at a time. ● Tie Dye Easter Eggs: Supply each child with a white construction paper egg and many pieces of tissue paper that will bleed when wet. Place tissue paper on egg, then paint paper with water, enough to get it wet with no standing water. Allow to dry. When dry remove paper. <p>Drama</p> <ul style="list-style-type: none"> ● Dramatize the life cycle of an animal that comes from an egg. ● Dramatize the story of Easter or other religious celebration. ● Dramatize your favourite Easter holiday memory. <hr/> <p>Dance (Music)</p> <ul style="list-style-type: none"> ● Discuss chickens and eggs: Play "Ballet des Poussins dans leurs Coques" (Ballet of the Chickens in Their Shells) by Modest Moussorgsky. <p>Children can listen to the music, and try to walk around like baby chicks. Listen for the different instruments being played, have them identify which instruments are being played, and have them use their hands as the music goes up and down the music scale.</p>			
Culminating Activity: Assessment				Culminating Activity: Assessment				Culminating Activity: Assessment			
<p>Intent:</p> <p>Film Festival:</p> <ul style="list-style-type: none"> ● Ask each child to bring family videos to view together in school. ● Ask each child to act as a narrator for their family's film. ● Students must give clear explanations for their family's rituals, symbols, customs, etc. ● Note: those students without a personal family video can either use family photos or view a selection of images made by the teacher of Easter (or other religious holiday) celebrations. The child can narrate/explain what is happening in these images. 				<p>Intent:</p> <p>Picture graph:</p> <ul style="list-style-type: none"> ○ Give a brief oral description of your Easter/religious family activities to the whole class/group. ○ Tally information and represent on a picture graph. 				<p>Intent:</p> <p>Picture graph:</p> <ul style="list-style-type: none"> ○ Give a brief oral description of your Easter/religious family activities to the whole class/group. ○ Tally information and represent on a picture graph. 			

TERM PLANNER

Term:

	WEEK				
Integrated Study Theme	1				
	2				
	3				
	4				
	5				
Integrated Study Theme	6				
	7				
	8				
	9				
	10				