

Year 1 - Semester 2 – Curriculum Overview

Dear Parents/Carers

We would like to share with you a summary of Term 3 and Term 4 units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

ENGLISH

Term 3

Term 4

<p>Learning: Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers.</p>	<p>Learning: Students listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts.</p>
<p>Assessment: Students create and present a retelling of a traditional or cultural story.</p>	<p>Assessment: Students explore a series of picture books with persuasive features and create imaginative text.</p> <p>Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts.</p>

MATHS

<p>Learning: Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings in Number and Algebra, Measurement and Geometry and Statistics and Probability.</p>	<p>Learning: Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings in Number and Algebra, Measurement and Geometry and Statistics and Probability.</p>
<p>Assessment: Students investigate measuring using informal units, explain durations of time, understand number sequences and recognise Australian coins.</p>	<p>Assessment: Students Investigate number facts, adding and subtracting using counting strategies, and make inferences from collected data.</p>

SCIENCE

<p>Learning: Students will examine and compare observations of the day sky and landscape with the night sky and landscape. They will make links to how the changes affect their experiences in everyday life.</p>	<p>Learning: Students make links between external features of living things and the environment where they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.</p>
<p>Assessment: Students construct and present a representation of the sky and landscape during the day, and an appropriate daytime activity. They identify an observable change that may occur in this landscape at night, and identify an effect of the change on everyday lives.</p>	<p>Assessment: Students identify a range of habitats, and examine an unhealthy local habitat to determine changes required to make it 'a better place' for living things.</p>

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning: Students will explore the following enquiry question- How has my world changed?
Assessment: Students will conduct an inquiry to investigate places and their features at a local scale.

DESIGN and TECHNOLOGY

Learning: Students will learn and apply digital technology knowledge and skills through guided play and tasks integrated into other subject areas.
Assessment: Students explore and work with algorithms to write a sequence of instructions to navigate virtual robots.

HEALTH and PHYSICAL EDUCATION (HPE)

Learning: Health Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.	
Assessment: Health Students describe changes that occur as they grow older. Students will select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems.	
Learning: Physical Education Students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities.	Learning: Physical Education <ol style="list-style-type: none">1. Students will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.2. Students will demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They will perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.
Assessment: Physical Education Students perform the fundamental movement skills of two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in a variety of movement situations. Students test alternatives to solve large ball challenges and identify how the heart reacts to different physical activities.	Assessment: Physical Education <ol style="list-style-type: none">1. Students demonstrate fundamental movement skills of rolling, balancing and jumping in sequences and situations. Students perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.2. Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations. Students perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.

THE ARTS

Learning: Dance Students make and respond to dance by exploring connections with seasons as a stimulus.
Assessment: Dance Students will make, perform and view dance sequences using the elements of dance, that demonstrate fundamental movement skills to represent ideas about stories, rhymes and characters.
Learning: Music <ul style="list-style-type: none">• Students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes; and the built environment as stimulus for music making and responding.
Assessment: Music Students compose, perform and respond to music about different places.

JAPANESE

Learning:

In this unit, students will discuss different eating practices and use language to describe children's lunches in Australia and Japan.

Students will:

- inform others about the characteristics of and preferences for foods in their lunch boxes
- identify language commonalities such as shared words
- analyse and understand the systems of language relating to grammar and script recognition
- participate in intercultural experiences to identify similarities and differences regarding the presentation of food and lunchtime eating practices.

Assessment:

Students describe and present information about favourite things using formulaic language patterns. (oral)

GENERAL CAPABILITIES - ICT

Classroom teachers are supported to complete assessment that uses ICTs in all curriculum areas.

Learning:

- Creating with ICT

Learning:

- Managing and operating ICT

Yours Sincerely

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Class Teacher

Sharon Jones

Principal