



Oakleigh State School



Empowering
our community of learners
to create a *legacy*
which *redefines* our world

YEAR ONE

YEARLY CURRICULUM AND SUMMATIVE
ASSESSMENT OVERVIEW



Year 1 – ENGLISH

Year 1 – ENGLISH						
2023	Semester 1			Semester 2		
Y1	ENGLISH: Low Risk	Low Risk	Low Risk	Time allocation: 7 hrs/week: Low Risk	Low Risk	Low Risk
	<p>U1 Explaining how a story works (v8.0) Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.</p>	<p>U2 Exploring characters in stories (v8.0) Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</p>	<p>U3 Engaging with poetry (v8.0) Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p>	<p>U4 Examining language of communication – questioning (v8.0) Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.</p>	<p>U6 Creating digital procedural texts (v8.0) 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. Students create a digital presentation of a procedure from a literary context.</p>	<p>U5 Retelling stories from other cultures (v8.0) Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.</p>
Y1	ASSESSMENT					
	<p>U1: Interview: short answer questions: Informative response where students comprehend and respond to imaginative picture books.</p>	<p>U2: Character description Written. Students create a character description using writing and images. E.g. of texts include The Rainbow Fish and Mr Wintergarden</p> <p>U2: Reading and Comprehension Students demonstrate reading accuracy, fluency and comprehension, reading Pam and Lily.</p>	<p>U3: Comprehending poetry Written. Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning.</p> <p>U3: Poem recitation Oral. Students perform a recitation or reading of a poem for a familiar audience</p>	<p>U4: Create and present a character Oral. Students create a new character for a familiar story and discuss choices in an interview.</p>	<p>Unit 6: Reading and comprehension Short answer questions Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts. (done in T4)</p> <p>Unit 6: Multimodal procedure Poster/multimodal presentation Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.</p>	<p>U5: Retell of a cultural story Poster/multimodal presentation Students create and present a retelling of a traditional or cultural story.</p>

Year 1 – MATHS

Year 1 – MATHS				
	Semester 1		Semester 2	
Y1	MATHS - Low Risk	Low Risk	Time allocation: 5 hrs/week: Low Risk	Low Risk
	<p>U1: Developing understanding of:</p> <p>Number and place value —</p> <p>count numbers,</p> <p>represent the ones counting sequence to and from 100 from any starting point,</p> <p>represent and record the twos counting sequence,</p> <p>represent and order 'teen' numbers,</p> <p>show standard partitioning of teen numbers,</p> <p>flexibly partition teen numbers,</p> <p>describe teen numbers referring to the ten and ones,</p> <p>describe growth patterns,</p> <p>represent two-digit numbers, represent</p> <p>record and solve simple addition and subtraction problems,</p> <p>investigate parts and whole of quantities,</p> <p>investigate subtraction,</p> <p>explore commutativity.</p> <p>Using units of measurement —</p> <p>sequence days of the week and months of the year,</p> <p>investigate the features and function of calendars,</p> <p>record significant events,</p> <p>compare time durations,</p> <p>investigate length,</p> <p>compare lengths using direct comparisons,</p> <p>make indirect comparisons of length,</p> <p>measure lengths using uniform informal units.</p> <p>Chance —</p> <p>describe the outcomes of familiar events.</p> <p>Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data.</p>	<p>U2: Developing understanding of:</p> <p>Number and place value —</p> <p>represent and record counting sequences,</p> <p>partition two-digit numbers,</p> <p>represent and record the tens number sequence,</p> <p>investigate quantities and equality,</p> <p>represent two-digit numbers,</p> <p>standard partitioning of two-digit numbers,</p> <p>model double facts,</p> <p>identify and describe addition and subtraction situations,</p> <p>apply addition strategies,</p> <p>solve subtraction problems,</p> <p>connect addition and subtraction,</p> <p>represent, record and solve simple addition problems.</p> <p>Fractions and decimals —</p> <p>investigate wholes and halves,</p> <p>partition to make equal parts</p> <p>Money and financial mathematics —</p> <p>explore features of Australian coins.</p> <p>Patterns and algebra —</p> <p>investigate and describe repeating and growing patterns,</p> <p>connect counting sequences to growth patterns,</p> <p>represent the tens number sequence,</p> <p>represent and record counting sequences,</p> <p>describe number patterns</p> <p>Using units of measurement —</p> <p>describe the duration of an hour,</p> <p>explore and tell time to the hour.</p> <p>Shape —</p> <p>Investigate the features of three-dimensional objects & two-dimensional shapes,</p> <p>& describe two-dimensional & three-dimensional objects.</p> <p>Location and transformation — explore and describe</p>	<p>U3: Developing understanding of:</p> <p>Number and place value — recall, represent and, count collections;</p> <p>position and locate numbers on linear representations;</p> <p>represent and record two-digit numbers;</p> <p>identify digit values;</p> <p>flexibly partition two-digit numbers;</p> <p>partition numbers into more than two parts;</p> <p>adding single and two-digit numbers;</p> <p>represent, explore doubling and halving;</p> <p>record and solve simple addition and subtraction problems.</p> <p>Money and financial mathematics - recognise, describe, and order Australian coins according to their value.</p> <p>Patterns and algebra — recall the ones, twos and tens counting sequences,</p> <p>identify number patterns,</p> <p>represent the fives number sequence.</p> <p>Using units of measurement —</p> <p>compare and measure lengths using uniform informal units,</p> <p>order objects based on length,</p> <p>explore capacity,</p> <p>measure capacity using uniform informal units,</p> <p>order objects based on capacity,</p> <p>describe durations in time,</p> <p>tell time to the half hour;</p> <p>represent times on digital and analogue clocks.</p> <p>Shape — identify and describe familiar two-dimensional shapes,</p> <p>describe geometric features of three-dimensional objects.</p> <p>Location and transformation - give and follow directions;</p> <p>investigate position, direction and movement</p>	<p>U4: Developing understanding of:</p> <p>Number and place value —</p> <p>count collections beyond 100;</p> <p>describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s;</p> <p>identify missing elements;</p> <p>identify standard place value partitions of two-digit numbers;</p> <p>record numerals and number names for two-digit numbers;</p> <p>position and locate two-digit numbers on a number line;</p> <p>partition a number into more than two parts;</p> <p>explain how the order of parts does not affect the total;</p> <p>identify compatible numbers to 10;</p> <p>use compatible numbers to ten to add,</p> <p>describe addition and subtraction processes;</p> <p>use addition facts to solve problems;</p> <p>subtract a multiple of ten from a two-digit number;</p> <p>identify unknown parts in addition and subtraction;</p> <p>solve addition and subtraction problems mental strategies for addition and subtraction problems;</p> <p>recall addition and subtraction number facts.</p> <p>Fractions and decimals —</p> <p>identify one half.</p> <p>Patterns and algebra —</p> <p>describe and represent growing patterns,</p> <p>apply a pattern rule to continue a growing pattern,</p> <p>describe patterns resulting from addition and subtraction,</p> <p>represent addition and subtraction number patterns.</p> <p>Chance — identify the chance of events occurring, predict outcomes of familiar events.</p> <p>Data representation and interpretation — ask suitable questions to collect data, collect and represent data.</p> <p style="text-align: center;">STEAM UNIT</p>

	<p align="center">STEAM UNIT</p> <p align="center">Data Detectives</p> <p align="center">Digital Technologies</p> <p align="center">Subjects: Mathematics, Health U2</p> <p align="center">Assessment:</p> <p align="center">Excursion/Event:</p> <p align="center">Resources Used: SeeSaw, Draw n Tell, Poplet</p>	<p>location, investigate and describe position, direction and movement, interpret directions.</p>		<p align="center">Let's Promote Healthy Eating</p> <p align="center">Design Technologies</p> <p align="center">Subjects: Health U2, English</p> <p align="center">Assessment:</p> <p align="center">Excursion/Event:</p> <p align="center">Resources Used: TBD</p>
Y1	ASSESSMENT			
	<p>U1: Classifying outcomes (Will it, Won't it, Might it?) Written/Interview: Students classify outcomes of simple familiar events.</p> <p>U1: Understanding teen numbers: Written (Fav teen number) Students recognise, model, write and order numbers to 20.</p> <p>U1: Investigating data representation (optional) Observation/Written Students use simple strategies to reason and solve a data inquiry question.</p> <p>U3: Measuring using informal units Practical (Longer shorter) Students measure and order objects based on length and capacity using informal units.</p>	<p>Pool Problems (Interview U4) Addition situation</p> <p>U2: Describing two-dimensional shapes and three-dimensional objects: Students describe two-dimensional shapes and three-dimensional objects. Secret object: Observation Shape Shaker: Interview</p> <p>U2: Investigating the value of Australian coins (optional) Assignment/Project Students use simple strategies to reason and solve a money inquiry question.</p>	<p>U2: Secret Object Task: Using the language of direction students give and follow directions to familiar locations.</p> <p>U3: Explaining duration and telling time Short answer questions (<i>On time interview</i>) Students explain time durations and tell time to the half hour.</p> <p>U3: Understanding number sequences and recognising Australian coins (handful of beads: interview) Skip counting is assessed through a modified assessment task. Short answer questions Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line and recognise Australian coins according to their value.</p>	<p>U4: Adding and subtracting counting strategies Short answer questions Students carry out simple addition and subtraction.</p> <p>U 4: Making inferences from collected data Short answer questions – Dipping into Data Students collect data by asking questions, draw and describe data displays and make simple inferences. Use Data collected from the Digital Technology Unit – Lunchbox detectives.</p> <p>U4: Identifying one half Short answer questions Students identify representations of one half.</p> <p>U4: Investigating number facts (optional) Portfolio Students use simple strategies to reason and solve a number <u>inquiry</u> question</p>

Year 1 – SCIENCE

Year 1 – SCIENCE				
	Semester 1:		Semester 2	
Y1	SCIENCE - Low risk Medium Risk: See One school CARA or unit planning		Time allocation: 1 hrs/week: Low risk Low Risk	
	<p>Unit 1: Living adventure (v8.0)</p> <p>In this unit, students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using Scientific and everyday language.</p>	<p>Unit 2: Material madness (v8.0)</p> <p>In this, unit students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to and pose questions, and make predictions in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with predictions and with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.</p>	<p>Unit 3: Changes around me: Star Gazing (v8.0)</p> <p>In this unit, students will describe the observable features of a variety of types of landscapes and skies. They will consider changes in the sky and landscape, day and night, and the impact on themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p>	<p>Unit 4: Light and sound (v8.0)</p> <p>In this unit, students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and communicate their understandings in a variety of ways.</p>
Y1	ASSESSMENT			
	<p>Unit 1: Describing a habitat: A Better Place</p> <p>Short-answer questions</p> <p>Students describe changes in their local environment and how different places meet the needs of living things. They respond to questions, make predictions and share their observations with others.</p>	<p>Unit 2: Bridge Building (Also known as Rocking the Boat)</p> <p>Supervised assessment</p> <p>Students describe the effects of physical changes made to a material to make a bridge that carries a weight. Students make a prediction, participate in a guided investigation and record and share observations.</p>	<p>Unit 3: Exploring Night and Day Landscapes (Sky and Land)</p> <p>Multimodal presentation</p> <p>Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment. They respond to questions and sort and share observations.</p>	<p>Unit 4: Investigating light and sound</p> <p>Experimental investigation</p> <p>Students participate in a guided investigation designing a toy that makes sound and describe the effects of interacting with it. They sort objects according to criteria and share observations with others.</p>

Year 1 – THE ARTS

		Semester 1	Semester 2	
Y1	THE ARTS: Covid-Safe Plans in place for all The Arts: Low Risk		Time allocation: 1 hr/week: Low Risk Low Risk	
	<p>Music Students develop their singing voice focusing on high and low pitches so and mi whilst using appropriate curwen hand signs to demonstrate the movement of music. They deepen their musical knowledge through reading, writing and performing repertoire on tuned and untuned percussion instruments.</p>	<p>Music Continued Students will explore the fundamentals of music notation using simple songs as stimulus for creating a composition. They will investigate how lyrics can be notated into rhythms and learn how to improvise to create a melody written onto a treble clef staff.</p> <p>Visual Arts ODU: Interesting Insects <i>Sculpture and Drawing</i></p> <p>Art Focus: students will create construction sculptures focussing on form and composition. They will explore and develop the following techniques and processes: sculpture, imaginative drawing; investigation of form and 3D materials.</p>	<p>Music: Save the Planet Students explore a range of songs, rhymes and chants based on the theme of Earth’s resources and how they can be used and managed. Students will develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in music related to sustainable environments and conservation using voice, movement and body percussion. Students will create compositions and perform music to communicate ideas that offer solutions on how to sustain Earth’s resources to an audience.</p>	<p>Music Continued.</p> <p>Dance: ODU Culture connections How can we learn about different cultures?</p> <p>Students view and respond to dances from other cultures and participate in dance lessons learning various elements of dance and fundamental movement skills.</p>
Y1	ASSESSMENT			
	<p>S1: Music: Collection of Work</p>	<p>Visual Art: Collection of Work Students are assessed on their visual literacy and artistic processes as they design and make mixed media to express observations of insects.</p>	<p>S2: Music: Collection of Work</p>	<p>Dance Students are assessed on their making, performing and responses. Students use the elements of dance to perform dance sequences that demonstrate fundamental movement skills to represent ideas. They demonstrates safe practice. They describe where and why people dance.</p>

Year 1 – HASS

Year 1 – HASS		
	Semester 1	Semester 2
Y1	HASS: Low Risk	Time allocation: 1 hr/week: Low Risk
	<p>HASS Unit 1: My Changing Life</p> <p>Inquiry questions: How has my family and daily life changed over time?</p> <p>In this unit:</p> <ul style="list-style-type: none"> • Explore family structures and the roles of family members over time • Recognise events that happened in the past may be memorable or have personal significance • Identify and describe important dates and changes in their own lives • Compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences • Respond to questions about the recent past • Sequence and describe events of personal significance using terms to describe the passing of time • Examine sources, such as images, objects and family stories, that have personal significance • Share stories about the past 	<p>HASS Unit 2: My Changing World</p> <p>Inquiry questions: What are the features of my local places and how have they changed?</p> <p>In this unit:</p> <ul style="list-style-type: none"> • Draw on studies at the personal and local scale, including familiar places, for example the school, local park and local shops • Recognise that the features of places can be natural, managed or constructed • Identify and describe the natural, constructed and managed features of places • Examine the ways different groups of people, including ATSI peoples, describe the weather and seasons of places • Represent local places using pictorial maps and describe local places using the language of direction and location • Respond to questions to find out about the features of places, the activities that occur in places and the care of places • Collect and record geographical data and information, such as observations and interviews to investigate a local place • Reflect on learning to respond to questions about how features of places can be cared for
Y1	ASSESSMENT	
	<p>Assessment tasks may include these aspects.</p> <ul style="list-style-type: none"> • To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time. <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> • identify and describe important changes in their own lives • sequence personal changes and family events in order • compare aspects of daily life in the recent past to the present • respond to questions about the recent past and present • use everyday terms denoting the passing of time • relate a story about the past 	<p>Assessment tasks may include these aspects.</p> <ul style="list-style-type: none"> • To investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it. <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> • describe the features of familiar places and identify changes to the features of places • recognise that people describe the features of places differently • respond to questions about places • collect and interpret data and information from observations and sources provided • represent the location of different places and their features on labelled maps and describe direction and location • reflect on their learning to suggest ways to care for places

Year 1 – PE

		Semester 1	Semester 2	
Y1	HPE: See One School CARAs prepared by J Hoffer – Medium Risk			Time allocation: 2 hrs/week: Medium Risk Medium/High Risk
	<p><i>Movement and Physical Activity</i> Students are developing their fundamental and simple specialised movement skills by participating in swimming/lifesaving and a motor perception program.</p> <p>They are learning to create and participate in games with and without equipment and are incorporating elements of effort, space, time, objects and people in performing simple movement sequences.</p>	<p><i>Movement and Physical Activity</i> Students develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They also apply rules and fair play practices.</p>	<p><i>Movement and Physical Activity</i> Students perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities.</p> <p>They continue to learn how to create and participate in games with and without equipment and are Using strategies to work in-group situations when participating in physical activities.</p>	<p><i>Movement and Physical Activity</i> Students continue to develop their fundamental and simple specialised movement skills by participating in swimming/lifesaving, a motor perception program and carnivals.</p>
Y1	ASSESSMENT			
	<p>C2C U1: Tadpole Tales: Plus Water Safety and swimming education Program</p> <p>Students are assessed on their swimming stroke skills, backstroke and freestyle, movement sequences and their basic lifesaving techniques.</p>	<p>C2C U1: Playing with Balls Students demonstrate fundamental movement skills in different movement situations Perform fundamental movement skills to send, control and receive balls. Test alternatives to solve movement challenges.</p>	<p>C2C Unit 2 I'm a Balliever Students are assessed on their locomotion skills of running, throwing and hitting techniques.</p>	<p>ODU: Swimming/survival skills and stroke development Adapted C2C Yr2 U1 Tadpole Tales Students are assessed on their swimming stroke skills; backstroke and freestyle.</p>

Year 1 – PERSONAL, SOCIAL AND COMMUNITY HEALTH

		Semester 1	Semester 2	
Y1	HEALTH: Low Risk	Time allocation: included in the PE time allocation: Low Risk		
	<p>C2C Unit 3: We all belong Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students describe actions that keep themselves and others healthy in different situations.</p>	<p>C2C Unit 2: Good Choices, healthy Me Students describe physical and social changes that occur as they grow. They recognise their own and others' strengths and achievements and discuss how these contribute to identities. Students recognise similarities and differences in individuals and groups.</p> <p style="text-align: center;">STEAM UNIT Data Detectives Digital Technologies Subjects: Mathematics, Health U2 Assessment: Excursion/Event: Resources Used: SeeSaw, Draw n Tell, Poplet</p>	<p>C2C Unit 1: A little independence Students recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.</p>	<p>C2C Unit 4: My Safety, my responsibility 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 practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p>
Y1	ASSESSMENT			
	<p>Collection of work Students complete a series of tasks relating to a single cohesive context. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> examine messages related to health decisions and describe actions that help keep themselves and others healthy. 	<p>No summative assessment required as the assessment in the Yr1-Yr2 Band occurs in Year 2</p>	<p>Collection of work Students complete a series of tasks relating to a single cohesive context. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise how strengths and achievements contribute to identities recognise how emotional responses impact on other's feelings 	<p>Collection of work Students complete a series of tasks relating to a single cohesive context. Assessment may gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe changes that occur as they grow older select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems.

Year 1 – TECHNOLOGIES

Semester 1		Semester 2
Y1	Digital Technologies Low risk <div style="text-align: center;"> STEAM UNIT Data Detectives Digital Technologies Subjects: Mathematics, Health U2 Assessment: Excursion/Event: Resources Used: SeeSaw, Draw n Tell, Poplet </div>	Time allocation .5hrs/week
Y1	ASSESSMENT	
	Portfolio of Work and Observations Students are assessed on their knowledge and understanding of representation of data, and their use of inquiry skills such as collecting, managing and analysing data and collaborating and managing information.	
Semester 1		Semester 2
Y1	TECHNOLOGIES Design Technologies:	Design Technologies: Medium Risk – Cutting implements used.
		Let's promote Healthy Eating - Fruit Sculpture Creations <div style="text-align: center;"> STEAM UNIT Let's Promote Healthy Eating Design Technologies Subjects: Health U2, English Assessment: Excursion/Event: Resources Used: ? </div> <ul style="list-style-type: none"> • Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. • Explore needs or opportunities for designing, and the technologies needed to realise designed solutions • Generate, develop and record design ideas through describing, drawing and modelling <ul style="list-style-type: none"> • Sequence steps for making designed solutions and working collaboratively.
Y1	ASSESSMENT	
		Design Portfolio of Work and observations Students are assessed on their use of process and production skills i.e. inquiry skills and their knowledge and understanding of Design Technology; Food and Fibre production.