



Oakleigh State School



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

YEAR ONE

AMENDED 2020 - CURRICULUM AND ASSESSMENT
OVERVIEW



Year 1 - ENGLISH

2020	Semester 1			Semester 2		
Y1	ENGLISH			Time allocation: 7 hrs/week		
	<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>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

Semester 1		Semester 2	
Y1	MATHS	Time allocation: 5 hrs/week	
<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 style="text-align: center;">Connected Curriculum STEAM Digital Technology ODU Robot to the Rescue!</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 location, investigate and describe position, direction and movement, interpret directions.</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; 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>

Y1	ASSESSMENT		
<p>U1: Classifying outcomes - <i>Will it, Won't it, Might it?</i> Written/Interview: Students classify outcomes of simple familiar events.</p> <p>U1: Understanding teen numbers: <i>Written (Fav teen number)</i> Students recognise, model, write and order numbers to 20.</p>	<p>U1: 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: 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 Students collect data by asking questions, draw and describe data displays and make simple inferences.</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

		Semester 1:	Semester 2	
Y1	SCIENCE	Time allocation: 1 hrs/week		
	<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>	<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.</p> <p>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 style="text-align: center;"><u>Connected Curriculum</u> STEAM Design Technology ODU: Let's Farm Food and Fiber Context</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.</p> <p>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>
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>

Year 1 – THE ARTS

		Semester 1	Semester 2	
Y1	THE ARTS		Time allocation: 1 hr/week	
	<p>Music Different Places 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 and landscapes as stimulus for music making and responding. Students sing and play instruments to develop their aural and technical skills including pitch, beat, rhythm and dynamics.</p>	<p>Music Continued</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>Visual Art With Ali Travers 1G & 1D ODU: Weaving</p> <p>Drama With Nicky Peelgrane 1G & 1P Where the Buggaboo Live.</p>	<p>Music Continued.</p> <p>Visual Arts 1P & 1R ODU: Weaving</p> <p>Drama 1D & 1R Where the Buggaboo Live.</p>
Y1	ASSESSMENT			
			<p>Music Collection of Work</p> <p>Visual Art: Weaving. Mixed media collection of work Students are assessed on their visual literacy and artistic processes.</p> <p>Drama: TBD</p>	<p>Music Cont.</p> <p>Visual Art: Weaving: Mixed media collection of work Students are assessed on their visual literacy and artistic processes.</p> <p>Drama: TBD</p>

Year 1 – HASS

Year 1 – HASS		
	Semester 1	Semester 2
Y1	HASS	Time allocation: 1 hr/week
	<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	Time allocation: 2 hrs/week		
	<p>Movement and Physical Activity 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>Movement and Physical Activity Perceptual Motor Program Students are developing their fundamental and simple specialised movement skills by participating in motor perception program.</p> <p>"I'm a Balliever" (C2C Unit 2) Students are developing their fundamental and simple specialised movement skills by participating in cross-country, skipping and ball activities such as throwing, catching and striking a ball.</p> <p>"Equipped to Move" (C2C Unit 4) Through these activities students discuss the body's reactions to participating in physical activities</p>	<p>Movement and Physical Activity Students are developing their fundamental and simple specialised movement skills through object control and locomotion activities and participating in athletics and carnivals.</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>Movement and Physical Activity 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>Adapted C2C Prep U1: Let's Get Moving" Adapted Yr2 C2c U4: "Watch your target"</p> <p>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	Time allocation: included in the PE time allocation	
	C2C Unit 3: We all belong	C2C Unit 1: A little independence	C2C Unit 2: Good Choices, healthy Me
			C2C Unit 4: My Safety, my responsibility
Y1	ASSESSMENT		
		Collection of work	Collection of Work

Year 1 – TECHNOLOGIES

		Semester 1	Semester 2
Y1	Digital Technologies		Time allocation .5hrs/week
Y1	ASSESSMENT		
		Semester 1	Semester 2
Y1	TECHNOLOGIES		<p>Design Technologies</p> <p>TBD Jan 2020: Food and Fiber Context: Fiber Unit instead of Food Unit. Oakleigh Designed Unit: ODU: Let's Farm Link</p> <p>Our school garden can be called a farm because we grow plants in it. Let's work together to identify how we grow our farm to make it even more productive and sustainable. Brenda will help us to understand what is happening already in our farm. Let's then design something that will help grow our farm.</p> <p>Inquiry Question How might we design and create a product or solution to improve a part of our farm? We would like our prototypes to generate potential real-life solutions for our school farm and so, as part of the design and inquiry process, we will seek involvement and feedback from our P & C. For e.g. Students investigate, design, plan and create a chicken coop for Oakleigh SS.</p> <p style="text-align: center;"><u>Connected Curriculum</u> STEAM Science ODU U1: Living Adventure</p>
Y1	ASSESSMENT		<p>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.</p>