

Kedron State Schools Expectations

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

Choose your Attitude	Quiet Look Listen	Be Organised	Following Directions	Getting Started
				
Staying on Task	Scan for Clues	Ask for Help	Completing Task	Is this my Best Work?
				

Year 1 Curriculum – Term 3, 2023

Classroom teachers –Meg Dunford, Gitti Harriman, Katie Moore

English

Examining the language of communication - questioning

In this unit, 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.

Specific learning opportunities include:-

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- using language appropriately for purpose and context
- using gestures and facial expressions that support meaning in pair, group and classroom discussions
- attending to the discussion
- selecting ideas from texts to represent characters and events
- writing several ideas about characters

Assessment

Create and present a character

Students create a new character for a familiar story and discuss choices in an interview.

Maths

Number and place value - recall, represent and count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; add single and two-digit numbers; represent, record and solve simple addition and subtraction problems.

Using units of measurement - compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe duration in time, tell time to the half hour, represent times on digital and analogue clocks.

Shape - identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects. *Not assessed this period.*

Money and financial mathematics - recognise, describe and order Australian coins according to their value. *Not assessed this period.*

Assessment

Explaining durations and telling time

Measuring length and capacity using informal units

Addition and subtraction using counting strategies

Science

Changes around me

In this unit, students will describe the observable features of a variety of landscapes and skies. They will consider changes in the sky and landscape, and the impact of these changes 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.

Assessment

Exploring sky and land: describe objects and events encountered in everyday life as well as changes in the local environment.



Humanities and Social Science – HASS – Semester 2

My changing world

In this unit, students:

- draw on studies at the personal and local scale, including familiar places, e.g. 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 Aboriginal peoples and Torres Strait Islander 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 to investigate a local place
- reflect on learning to respond to questions about how places and their features can be cared for.

Assessment

Student portfolio of work.

The ARTS – Media *led by Mrs J Davison*

Family Portraits

In this unit, students use digital manipulation to present alternate representations of family portraiture.

Students will:

- explore contemporary family portrait representations in the form of digital collage combining representations of family members to communicate relationships
- experiment with abstraction and media technology (photographing; selecting; copying; pasting; moving; resizing; rotating; grouping and adding sound) to manipulate existing images
- present manipulated images in digital or print form to share understanding of generational relationships
- describe and discuss the representation of family relationships in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language

Assessment – multimedia presentation

Health

We all belong – Respectful Relationships

In this unit, students recognise similarities and differences in individuals and groups, and describe how these differences can be respected. 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 that they belong.

Assessment

Student portfolio of work.

Digital Technologies – Semester 2 *led by Mrs J Davison*

Tech Foundations: Hardware, Software & Safety

Discover the wonders of hardware and software, understanding how they work together. Dive into the realm of data and learn how it shapes our digital lives. Get introduced to algorithms and their importance. Plus, gain essential knowledge about online safety to navigate the digital landscape responsibly.

Assessment

Student portfolio of work.

Australian Curriculum – Parent Information sheets

Find specific information about the Australian Curriculum for your child's year level. These information sheets give an overview of what your child will typically learn in each of the eight learning areas.

[Information for parents years 1–2](#)

Connecting every learner, every day in every way for success