

## Kedron State Schools Expectations

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

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

# Year 1 Curriculum – Term 3

Classroom teachers – Kirsten Lee, Barb Hotchin, Jaime Davison

## English – Weeks 1-5

### 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

## English - Weeks 6-10

### Retelling Cultural Stories

In this unit, 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.

#### Specific learning opportunities include:-

- making attempts at fluency and intonation
- sequencing ideas logically
- re-reading writing and revisiting some ideas
- listening for details in imaginative texts
- attending to others' talks

#### Assessment

**Create and present a character** (Unit 4)

**Retelling of a cultural story.** (Unit 5)

## 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.

**Patterns and algebra** - recall the ones, twos and tens counting sequences; identify number patterns; represent the fives number sequence.

**Money and financial mathematics** - recognise, describe and order Australian coins according to their value.

**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 analog clocks.

**Shape** - identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects.

**Location and transformation** - give and follow directions; investigate position, direction and movement.

#### Assessment

**Explaining durations and telling time**

**Investigating the use of language in directions**

**Measuring using informal units**

**Understanding number sequences and recognising Australian coins**

## 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

### Multimedia presentation

Exploring sky and land



## 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.

## The ARTS – Media

### 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

## Health

### We all belong

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.

## Technology – Semester 2

### Creating a Personal Profile Popplet

In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will:

- recognise and explore how digital and information systems are used for particular purposes in daily life – to create a personal profile popplet.
- collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning
- describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts
- develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems
- work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.

Led by Mrs H Oxenham

## 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](#)