

Kedron State Schools Expectations

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

Choose your Attitude	Quiet	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 4

Classroom teachers - Sandra Glover, Meagan Radley, Meg Schimming, Meg Dunford

English

Creating digital procedural texts

In this unit, 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. They create a digital multimodal procedure from a literary context. Students explore a series of picture books with persuasive features and create a digital multimodal innovation of an imaginative text that includes persuasion.

Specific learning opportunities include:-

- activating and using prior knowledge
- navigating a text correctly
- making attempts at fluency and intonation
- attempting to work out unknown words, re-reading sections or words and self-correcting
- predicting
- making an inference about a character's feelings
- discussing and sequencing events in stories
- selecting ideas from texts to represent characters and events
- writing simple responses to ideas and events applying new vocabulary appropriately in writing
- including ideas about what's happening, who or what is involved and the surrounding circumstances
- writing several ideas about characters, events or topics
- organising ideas into simple sentences (and giving commands in procedural texts)
- joining simple sentences using conjunctions (e.g. and, but, so)

Assessment

Poster/multi-modal presentation -
Multimodal procedure

Short answer questions - Reading and comprehension

Maths

In this unit 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 of:

Number and place value - count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts.

Fractions and decimals - identify one half.

Patterns and algebra - describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns.

Data representation and interpretation - ask suitable questions to collect data, collect and represent data.

Assessment

Adding and subtracting using counting strategies

Identifying one half

Making inferences from collected data

Science

Exploring light and sound

In this unit students explore sources of light and sound. Students 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. Students sort observations and represent and communicate their understandings in a variety of ways.



Assessment

Investigating light and sound

Students participate in a guided investigation designing a toy that makes sound, and describe the effects of interacting with it. Students sort objects according to criteria and share observations with others.

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 – Dance

Shape Dance

In this unit, students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus.

Students will:

- explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships)
- use fundamental movement skills to develop technical skills when practising dance sequences
- present dance sequences that communicate ideas about shapes and objects to an audience
- respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.



Health – Led by Mrs H Oxenham

My safety, my responsibilities

In this unit 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.



Design Technology

It's Showtime!

In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.

Assessment

Students design a character puppet with moving parts.

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](#)