

Y01 Curriculum Overview Semester 2 2024

	Term 3	Term 4
English	<p style="text-align: center;">Examining the language of communication - questioning</p> <p>Students will 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>Assessment task - Create and present a character: <i>Students create a new character for a familiar story and discuss choices in an interview.</i></p> <p>Assessment task ongoing – Collection of work, reading comprehension: <i>Students will demonstrate reading accuracy, fluency and comprehension.</i></p>	<p style="text-align: center;">Creating digital procedural texts</p> <p>Students will 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.</p> <p>Assessment task - Multimodal procedure: <i>Students will create a digital multimodal procedure, combining and connecting written, visual and spoken elements.</i></p> <p>Assessment task ongoing– Collection of work, reading comprehension: <i>Students will demonstrate reading accuracy, fluency and comprehension.</i></p> <p style="text-align: center;">Poetry Alive</p> <p>Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. This unit is not assessed.</p>
Mathematics	<p>Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will develop their understandings of:</p> <ul style="list-style-type: none"> 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. <p>Assessment task - Measuring using informal units: <i>Students measure and order objects based on length and capacity using informal units</i></p> <p>Assessment task - Explaining durations and telling time: <i>Students explain time durations and tell time to the half hour.</i></p> <p>Assessment task - Understanding number sequences and recognising Australian coins: <i>Students describe number sequences resulting from skip counting by twos, fives and tens, count to and from 100 and locate numbers on a number line. Students recognise Australian coins according to their value.</i></p> <p>Assessment task - Investigating the use of language in directions: <i>Students use simple strategies to reason and solve location inquiry questions.</i></p>	<ul style="list-style-type: none"> Number and place value — represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems Fractions and decimals — investigate wholes and halves, partition to make equal parts Money and financial mathematics — explore features of Australian coins Patterns and algebra — investigate and describe repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns Using units of measurement — describe the duration of an hour, explore and tell time to the hour Shape — investigate the features of three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects Location and transformation — explore and describe location, investigate and describe position, direction and movement, interpret directions. <p>Assessment task - Identifying one half: <i>Students identify representations of one half.</i></p> <p>Assessment task - Making inferences from collected data: <i>Students collect data by asking questions, draw and describe data displays and make simple inferences</i></p> <p>Assessment task - Adding and subtracting using counting strategies: <i>Students carry out simple addition and subtraction.</i></p> <p>Assessment task - Investigating number facts: <i>Students use simple strategies to reason and solve number inquiry questions</i></p>
Science	<p>Students will explore the following big inquiry question:</p> <p style="text-align: center;">‘How do forces impact object? Do you need to be fair in science?’</p> <p>Through the concept of ‘real world’ they will explore the following:</p> <ul style="list-style-type: none"> What is a force? How different strengths in forces (pushes and pulls) impact objects? What is a fair test? Why do we need fair testing? How do I pose an investigable question? How do my senses help me make observations? How do I collect, sort and record observations? As a scientist, how do I communicate my findings? 	<p>Assessment task – Portfolio of work: <i>Assessment in this inquiry is ongoing and consists of observations and a collection of work gathered from various learning experiences during the inquiry. This format provides several opportunities for students to demonstrate the following understanding and skills:</i></p> <p>Additional assessment tasks will be developed as part of the inquiry process. These tasks will give the students opportunities:</p> <ul style="list-style-type: none"> To pose investigable questions about simple patterns and relationships. Make predications and observations. Use provided tables and/or graphic organisers to sort and order information into groups, as well as representing patterns and documenting observations. Consider how they could have made their investigation fairer. Use scientific vocabulary to communicate observations, findings and ideas.

HASS	<p>Students will explore the following big inquiry question: <i>'How good were the good old days?'</i></p> <p>Through the concept of '<i>continuity and change</i>' they will explore the following:</p> <ul style="list-style-type: none"> • How changes occur over time in relation to themselves and their own families. • Examine family life and how it is the same as and/or different to previous generations. • What are significant aspects of daily life and how have they changed? • How to pose meaningful questions relevant to the content. • What makes a 'significant event?' • Sequence personal and family events. • Interpret information and data from different sources. • Explore a point of view/perspectives related to people and event. 	<p>Assessment task – Portfolio of work: <i>Assessment in this inquiry is ongoing and consists of observations and a collection of work gathered from various learning experiences during the inquiry. This format provides several opportunities for students to demonstrate the following understanding and skills:</i></p> <ul style="list-style-type: none"> • Identification of continuity and change in family structures. • Comparing the roles and daily life of family members over time. • Develop questions to gather information on how other generations lived. • Collect, sort and record information and data, from experts, on provided scaffolds. • Interpret information from research and discuss the different perspectives. • Share information and observations made about people, places and the life of past generations.
Drama		<p>Poetry alive</p> <p>Students make and respond to drama by exploring performance poetry as stimulus.</p> <p>Assessment: Students devise, perform and respond to drama focusing on situations and ideas expressed in a poem.</p>
Media Arts		<p>What is Media Arts?</p> <p>Students will use explore media arts works across cultures and communities <u>No assessment for this unit.</u></p>
Health	<p>What changes and what stays the same?</p> <p>Student will explore physical and social changes they have experienced as they grow older. They will investigate and participate in physical activity as individuals or groups, with a focus on celebrating and respecting the similarities and differences within.</p> <p>Assessment task – As part of our inquiry process an assessment task will be developed as the unit progresses.</p>	
Physical Education	<p>Ultimate Tag</p> <p>Students will develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games.</p> <p>Assessment task - <i>Students will demonstrate dodging and running skills and test alternatives to evade others or objects in tagging games. They will demonstrate strategies to work in groups and play fairly during tagging games.</i></p>	<p>Throw, catch, roll & bounce</p> <p>Students will 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>Assessment task - <i>Students will send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges.</i></p>
Design and Technologies	<p>It's toy time!</p> <p>Students will explore the characteristics and properties of materials and components that are used to produce design solutions.</p> <p>Assessment task – An assessment task will be developed as part of the collaborative inquiry process.</p>	
Digital Technologies	<p>Computers - Handy helpers</p> <p>Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other learning areas</p> <p><u>No assessment for this unit</u></p>	
Music	<p>Different places</p> <p>Students will 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, landscapes and the built environment as stimulus for music making and responding.</p> <p>Assessment task - <i>Students will compose, perform and respond to music about different places.</i></p>	
Japanese	<p>How do we celebrate special occasions?</p> <p>This semester, students will find similarities and differences about celebrations and festivals held in Japan and Australia. Students will be using Japanese language to talk about birthdays and foods. They will use language to express likes and dislikes, shapes and colours. They will recognise food words that sound similar to English. Students will use Japanese writing scripts such as hiragana and katakana to label foods and objects.</p> <p>No formal assessment.</p>	