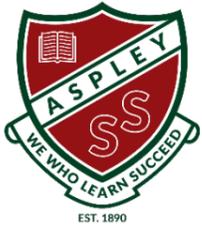


Year 1 Aspley State School, Australian Curriculum Overview
Term 3 2022



This curriculum overview for Term 3, 2022 is provided to parents and carers of children in Year 1. The learning occurring in the subject overviews below provides parents with an understanding of the content delivered and the assessment task that students will engage in. Overall student grades reflect how students are able to demonstrate their learning through the assessment task. For further information on the content delivered or the skills that students will be assessed against please contact your child's classroom teacher or Head of Department – Curriculum, Mrs Sally Boorer-Williams.

English

This term, students will 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. Students will begin listening to, reading, viewing and interpreting picture books and stories from different cultures so that they can write, present and read a retelling of their favourite story to an audience of peers.

Assessment: Students will create a character description using writing and images and they will demonstrate their reading accuracy, fluency and comprehension of character development when reading.

Mathematics

This term students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students will build on their knowledge and understanding of number and place value by representing and counting collections; positioning and locating numbers on a number line; representing and recording two-digit numbers; identifying digit values; flexibly partitioning two-digit numbers; partitioning numbers into more than two parts; adding single and two-digit numbers; representing, recording and solving simple addition and subtraction problems. They will continue to build on their understanding of patterns and algebra by recalling the ones, twos and tens counting sequences; identifying number patterns and representing the fives number sequence. They will use their knowledge to recognise, describe and order Australian coins according to their value. Students will consolidate their ability to use units of measurement by comparing and measuring lengths and capacity using uniform informal units and ordering objects based on length, describing duration in time, telling time to the half hour and represent times on digital and analogue clocks. Through investigations students will continue to develop their understanding of direction and movement to give and follow directions and their ability to ask suitable questions to collect and represent data.

Assessment: Students will measure and order objects based on length and capacity using informal units and explain duration and tell time to the half hour. Students will use simple strategies to reason and solve a data inquiry question.

Science

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: Students will describe objects and events that they encounter in their everyday lives. They will describe changes in the local environment, respond to questions and sort and share observations.

HaSS

In term 3 students will investigate the inquiry question: What are the features of my local places and how have they changed? Students will recognise that the features of places can be natural, managed or constructed and identify and describe the natural, constructed and managed features of places. They will examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places.

Assessment: Students will investigate a local place to identify and describe its features.

Technologies

In digital technologies students will recognise and explore how digital and information systems are used for particular purposes in daily life. They will collect, explore and sort familiar data and use digital systems to present the data creatively.

Assessment: Students will learn and apply Digital Technologies knowledge and skills to identify the purposes of common digital systems and share information that represents collected data.

The Arts

Music: This term students will develop aural skills of staying in tune and keeping in time when they sing and play a varied repertoire of rhyme and song (including songs used by cultural groups in the community). Students will continue to explore how to differentiate between beat and rhythm (rhythmic patterns ta, ti-ti and za) through musical performance, movement, playing instruments, listening, singing and creating, whilst focusing on the elements of music - phrasing (length and contour/ Question & Answer/ Same & Different), form and structure of known repertoire and Kodaly melodic patterns So and Mi.

Assessment: Weekly pitch-matching singing assessment (ongoing). Individual musical composition of a 4 – 8 beat Kodaly So/Mi composition. Rhythmic Dictations using known rhythms Ta, Ti-Ti and Za.

Dance: This term, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus. Students will explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences, using the elements of dance (space, time, dynamics, relationships)

Assessment: Students respond to, choreograph and perform dance that represents a group.

Health and Physical Education (HPE)

Movement and Physical Activity: This term students will be learning how to play games and activities with other students in a group or team environment. Learning how games have rules and that these rules must be followed otherwise there are consequences.

Assessment: Assessment will occur over a period of time during lessons, performances are observed and judgements relating to the quality of performance are made and recorded on observation records.

Health: Students will explore how strengths and achievements contribute to identities. Students will identify and practise emotional responses that reflect their own and others' feelings. They will examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.

Assessment will gather evidence of the student's ability to: recognise how strengths and achievements contribute to identities and identify how emotional responses impact on others' feelings.

Japanese

In term three, students begin to engage with the Japanese language and culture. They will explore the similarities and differences in greeting others such as greetings in class and greeting friends and teachers. Students will use simple greetings and participate in Japanese classroom routines. Students will sing songs and play games involving moving the body along with Japanese language.