**YEAR 1 2022 CURRICULUM & ASSESSMENT PLAN ENGLISH**

| **Semester One** | | | | **Semester Two** | | | |
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| **ENGLISH 8 h/w** | **CURRICULUM KNOWLEDGE** | **Imaginative focus: Recounts and narratives**  **Texts studied:**   * Rosie’s Walk * Big Rain Coming * Blossom Possum   Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts  Discuss how authors create characters using language and images  Create short imaginative and ~~informative~~ texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams  Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features | **Information and Persuasive focus: Texts have different jobs**  **Texts studied:**   * Kookaburras * Echidnas   Describe some differences between imaginative, informative and persuasive texts  Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace  Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning | **Genre focus: Biography**  **Texts:**  Marie Curie, Jane Goodall, David Attenborough    Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features  Describe some differences between imaginative, informative and persuasive texts  Create short imaginative and ~~informative~~ texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams | **Imaginative focus: Cultural stories**  **Texts studied:**   * The Four Dragons eBook * Tiddalick * Why the Sky is far away   Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts  Recreate texts imaginatively using drawing, writing, performance and digital forms of communication  Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary  Make short presentations using some introduced text structures and language, for example opening statements  Express preferences for specific texts and authors and listen to the opinions of others | | **Information and Persuasive focus: Places in the world**  **Texts studied:**   * Australia, China, Nigeria * Ads about Australia, China and Nigeria   Describe some differences between imaginative, informative and persuasive texts  Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning  Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams  Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features | **Genre focus: Procedures and recipes**  **Texts studied:**   * The Lighthouse Keeper’s Lunch * A variety of procedural texts (processes and recipes)   Describe some differences between imaginative informative and persuasive texts  Recreate texts imaginatively using drawing, writing, performance and digital forms of communication  Create short imaginative and ~~informative~~ texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams |
| **KNOWLEDGE APPLICATION** | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Engage and interpret recounts and narratives  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write a new setting/ event or character  1. Joint Construction  * Reconstruct stages and phases of model | **R2L Teaching Cycle: Factual and Text Response**   1. Preparing and Reading  * Read and interpret different text types  1. Detailed Reading  * Recognise structural and evaluative language patterns using key paragraphs from the model response * Highlight key content from the text  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use language patterns or content to write a new text  1. Joint Construction  * Deconstruct models of reports and advertisments * Reconstruct independently | **R2L Teaching Cycle: Biography**   1. Preparing and Reading  * Explore field knowledge – famous people  1. Detailed Reading  * Highlight key information from the text and sequences in time  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences – develop grammar metalanguage * Practise spelling and writing/lines  1. Rewriting  * Innovate on poetic patterns  1. Joint Construction  * Performance of poetry | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Prepare and read whole story (including visuals) * Discuss themes and aesthetics  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write a write a retell of the text stage  1. Joint Construction  * Use well written models of stories * Reconstruct stages and phases of retell * Performance to an audience | | **R2L Teaching Cycle: Factual and Text response**   1. Preparing and Reading  * Read and interpret different text types  1. Detailed Reading  * Recognise structural and evaluative language patterns using key paragraphs from the model response * Highlight key content from the text  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use language patterns or content to write a new text  1. Joint Construction  * Deconstruct models of reports and advertisments * Reconstruct independently | **R2L Teaching Cycle: Factual (procedure)**   1. Preparing and Reading  * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Make notes * Write new sentences  1. Joint Construction  * Deconstruct stages and phases of a procedure Use notes from paragraph-by-paragraph reading to organise information * Digital presentation |
| **ASSESSMENT** | **Summative assessment:**   * Written: Retell – 3 stages (narrative structure) * Reading comp – Big Rain (structure of story – contribution of image) | **Summative assessment:**   * Written: Report (scientific information) * Speaking: Informal/groups – sharing information about animals * Multimodal: Advertisement (written and image) | **Summative assessment (Sem 2 Report):**   * Written: Biography – from notes | **Summative assessment:**   * Written: Retell of a studied story * Spoken: Presentation to audience | | **Summative assessment:**   * Written: Report (scientific information) * Multimodal: Advertisement (written and image) * Reading Comp – organisation of ideas - audience | **Formative assessment:**   * Written: procedures * Spoken: presentation |
|  |  | **School Moderation** | **School Moderation** | **Cluster Moderation** | **School Moderation** | | **Cluster Moderation** | **School Moderation** |
| **ACHIEVEMENT STANDARD** | **Achievement standard**  In this semester, assessment of student learning aligns to the following components of the Achievement standard.  **Receptive modes (listening, reading and viewing)**  By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.  Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.  **Productive modes (speaking, writing and creating)**  Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.  They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters. | | | **Achievement standard**  In this semester, assessment of student learning aligns to the following components of the Achievement standard.  **Receptive modes (listening, reading and viewing)**  By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.  Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.  **Productive modes (speaking, writing and creating)**  Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.  They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters. | | | |

**MATHEMATICS**

| **Term 1** | | **Term 2** | | **Term 3** | **Term 4** | | |
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| **MATHEMATICS 5h/w** | **KA** | **COUNTING GAMES** | **WHAT SHAPE AM I? GAME SHOW** | | **SAVE YOUR ‘POCKET MONEY’ TO MAKE A PURCHASE** | | | **WHO HAS THE BIGGEST HEAD?**  **LONG, SHORT, LONGER THAN, SHORTER, THE SAME LENGTH, SHORTER THAN?** |
| **CURRICULUM KNOWLEDGE** | **Unit 1**  **Number and place value** - count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent and record simple addition and subtraction problems, investigate parts and whole of quantities,  investigate subtraction, represent and solve simple addition and subtraction problems, explore commutativity.  **Using units of measurement** - sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations,  investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.  **Data representation and interpretation** - ask a suitable question for gathering data, gather, record and represent data.  **Chance** - describe the outcomes of familiar events. | **Unit 2:**  **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, describing number patterns.  **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.  **Using units of measurement** - describe the duration of an hour, explore and tell time to the hour.  **Location and transformation** - explore and describe location, investigate and describe position, direction and movement, interpret directions.  **Shape** - investigate the features three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects.  **Fractions and decimals** - investigate wholes and halves, partition to make equal parts.  **Money and financial mathematics** - explore features of Australian coins. | | **Unit 3:**  **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, represent, explore doubling and halving, 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.  **Fractions and decimals** - identify one half  **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.  **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. | | | **Unit 4:**  **Fractions and decimals** - identify a half.  **Number and place value** - count collections beyond 100, skip count in ones, twos, fives and tens, identify missing elements, describe patterns created by skip counting, model numbers with a range of materials, use standard and non-standard partitioning of 2-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 join parts does not affect the total, identify compatible numbers to 10, develop and refine mental strategies for addition and subtraction problems, identify related addition and subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition and subtraction, solve addition and subtraction problems.  **Patterns and algebra** - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns.  **Using units of measurement** - compare and sequence familiar events in time.  **Data representation and interpretation** - ask suitable questions to collect data, organise and represent data.  **Chance** - classify events based on chance. |
| **SKILL DEVELOPMENT** | Rapid Recall   * Days of the week * Months of the year * Numbers and number words * Skip counting – 1’s, 2’s, 5’s   Warm-Up   * Place value * Part-whole – standard partitioning of 1 digit numbers * Addition and subtraction * Locate numbers on number lines * Skip counting – 2’s * Comparing lengths * Identify outcomes of chance events | Rapid Recall   * Days of the week * Months of the year * Numbers and number words * Skip counting – 1’s, 2’s, 5’s   Warm-Up   * Repeating and growing patterns * Teen numbers * Location and transformation * Part-whole – standard and flexible partitioning of 2 digit numbers * Fractions - halves and wholes * 2D and 3D shapes * Counting collections, Number relationships * Coins – bigger or smaller? | | Rapid Recall   * Days of the week * Months of the year * Numbers and number words * Skip counting – 1’s, 2’s, 5’s   Warm-Up   * Number patterns * Location and transformation - directions * Part-whole – standard and flexible partitioning of 2 digit numbers * Fractions - halves and wholes * Measurement – lengths and capacity * Time duration – longer or shorter? * Mental maths strategies | | | Rapid Recall   * Days of the week * Months of the year * Numbers and number words * Skip counting – 1’s, 2’s, 5’s, 10’s   Warm-Up   * Repeating and growing patterns * Teen numbers * Part-whole – standard and flexible partitioning of 2 digit numbers * Part-whole – missing numbers in partitioning * Fractions – halves and doubles * Fractions - halves and wholes * Counting collections, Number relationships * Time duration – compare and sequence time events |
| **ACHIEVEMENT STANDARD** | Students locate numbers on a number line. They carry out simple additions using counting strategies. They partition numbers using place value. Students classify outcomes of simple familiar events. | Students describe three-dimensional objects. They use the language of direction to move from place to place. | | Students describe number sequences resulting from skip counting by 2s, 5s and 10s. They recognise Australian coins according to their value. Students explain time durations. Students count to and from 100 and locate numbers on a number line. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. | | | Students identify representations of one half. Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays. |
| **ASSESSMENT** | **AT: Will it? Won’t it? Might it?**  Students classify outcomes of familiar events.  **AT: My favourite teen number**  Students recognise, model, write and order number to 20.  **Data mathematical guided inquiry (optional)**  Students use simple strategies to reason and solve a data inquiry question. | **AT: Secret object**  Students give and follow directions to familiar locations  **AT: Shape shakers**  Students describe and compare three-dimensional objects based on their obvious geometric features.  **Money mathematical guided inquiry (optional)**  Students use simple strategies to solve a money inquiry question. | | **AT: Measuring using informal units**  Students order objects based on length and capacity using informal units.  **AT: Students explain time durations and tell time to the half hour.**  **AT: A handful of beads** - 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, and recognise Australian coins according to their value  **AT: Location and direction Mathematical guided inquiries**  Students use simple strategies to reason and solve inquiry questions. | | | **AT: Addition, subtraction and finding halves**  Students carry out simple addition and subtraction. They identify representations of one half.  **AT: Dipping into data** - Students collect data by asking questions, draw and describe data displays and make simple inferences.  **AT: Number mathematical guided inquiry (optional)** Students use strategies to reason and solve a number inquiry question.  **AT: Cool calculations** - Students carry out simple addition and subtraction. |

**Grade 1 and 2 STEM - Rotation B**

| Semester 1 | **Semester 2** | | |
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| **STEM** | **SCIENCE**  **Curriculum Knowledge** | **What’s my mixture?** | **Which of Earth’s resources is precious to you?** | | | |
| **Chemical Science-** Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. | **Earth and Space Science -** Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives.  **Excursion- SEQ waters- winenhoe dam/ Mt Crosby water plant** | | | |
| **Assessment** | Tasks and activities for this unit will cover the following assessment criteria   * effects and description of different uses when interacting with materials and resources * Science involves observing, asking questions about, and describing changes in, objects and events * Pose and respond to questions, and make predictions about familiar objects and events * Participate in guided investigations to explore and answer questions * Compare observations with those of others * Represent and communicate observations and ideas in a variety of ways | Tasks and activities for this unit will cover th following assessment criteria   * different uses of resources in local environments * responding to questions and making predictions about experiences and making of predictions about the outcomes of investigations * communication of ideas in a variety of ways | | | |
| ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | | |
| **STEM** | **Technologies** | **What gets a computer to work?**  **Digital Technologies- Computers - Handy helpers**  Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning. | | **Can you create a toy that moves?**  **Design and Technologies- Engineering principles and systems**  Students explore how technologies use forces to create movement in products. They design and make a toy for a small child that is fun and easy to use.  Students apply processes and production skills.  (Science Unit – Physical Science- A push or a pull affects how an object moves or changes shape ) |
| **Assessment** | Tasks and activities for this unit will cover the following assessment criteria   * Recognise and explore digital systems (hardware and software components) for a purpose * Recognise and explore patterns in data and represent data as pictures, symbols and diagrams * Collect, explore and sort data, and use digital systems to present the data creatively * Explore how people safely use common information systems to meet information, communication and recreation needs * Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments | | Tasks and activities for this unit will cover the following assessment criteria   * Explore how technologies use forces to create movement in products * Explore needs or opportunities for designing, and the technologies needed to realise designed solutions * Generate, develop and record design ideas through describing, drawing and modelling * Use materials, components, tools, equipment and techniques to safely make designed solutions * Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment |
| ***Assessment of student learning will be gathered from completing a Digital Technologies portfolo.*** | | ***Assessment of student learning will be gathered from completing a Design and Technologies portfolo.*** |

**HASS AND THE ARTS**

| **Term 1** | **Term 2** | | | **Term 3** | **Term 4** |
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| **HUMANITIES AND SOCIAL SCIENCES 45 m/w** | **KA** | **Unit 1: My world is different from the past (A Year program)**  Inquiry questions: How have things changed for my school, and how can we find out? | | | | **Unit 2: The weather affects how you live (A Year Program)**  Inquiry questions: What impact does weather have on the way we live in Brisbane? | |
| **CURRICULUM KNOWLEDGE** | In this unit, students:   * identify and describe important dates and changes in familiar contexts * compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences * respond to questions about the recent past * sequence and describe events of personal significance using terms to describe the passing of time * examine sources, such as images, objects and family stories, that have personal significance * share stories about the past.. | | | | In this unit, students:   * draw on studies at the personal and local scale, including familiar places, for example, 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 and interviews to investigate a local place * reflect on learning to respond to questions about how features of places can be cared for. | |
| **ACHIEVEMENT STANDARD** | By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.  Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location. | | | | By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.  Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location. | |
| **ASSESSMENT** | **Assessment task:**  Stimulus activity about reading time and sources  *Research project finding and using sources to work out the age of some buildings in the school* | | | | **Assessment task:**  Stimulus activies to describe features of places and weather  *Research project discovering the impact of weather on how we use this place and what we do to care for it* | |
| **THE ARTS 1h/w (plus 30 mins Music)** | **CURRICULUM KNOWLEDGE** | **U1 – Visual Arts - What are you thinking (C2C v8 U3)**   * Explore how changes in facial features, style and form communicate emotion in portraiture. * Explore the visual language of portraiture in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks. * Experiment with visual conventions (drawing, photography) and observation to create self-portraits to communicate emotion. * Display artworks and share ideas about emotive visual language choices they made in their artworks. * Describe and interpret emotion in self-portraiture. | **Unit 3 - Visual Arts - Multicultural Festival Artwork**   * Make and respond to art displays by exploring photographs and pictures from cultural stories * Present art displays that communicates ideas about cultural stories to an audience of peers, family and friends * Respond to own and others’ art work and consider where and why people make art displays. | | **U5 – Dance - Dancing Seasons. (C2C v8 U3)**  In this unit, students make and respond to dance by exploring connections with seasons in dance of their own and other cultures as stimulus.  Students will:   * explore, improvise and organise ideas about seasons 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 seasons to an audience * respond to dances about seasons, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. | | **U2 – Media Arts – Family Portraits (C2C v8 U3)**  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. |
| **ACHIEVEMENT STANDARD** | **Achievement Standards: Year Prep to 2**  By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.  Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes. | **Achievement Standards: Year Prep to 2**  Students describe artworks they make and view and where and why artworks are made and presented.  Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes. | | **Dance** **Achievement Standards: Years Prep to 2**  By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.  Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice. | | **Achievement Standards: Years Prep to 2**  By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.  Students make and share media artworks using story principles, composition, sound and technologies. |
| **ASSESSMENT** | **Formative assessment –**  **Teacher observations, checklists, work samples**  **Summative assessment –**  **Displayed art work, Slideshow** | **Formative assessment –**  **Teacher observations and checklists**  **Summative assessment –**  **Displayed art work** | | **Formative assessment –**  **Teacher observations and checklist**  **Summative assessment –**  **Performances (group or ind)** | | **Formative assessment –**  **Teacher observations, work samples**  **Summative assessment –**  **Displayed art work, Slideshow** |
|  | **Music**  Students communicate about the music they listen to, make and perform and where and why people make music  Students improvise, compose, arrange and perform music  They demonstrate aural skills by staying in tune and keeping in tune when they sing and play | | **Music**  Students communicate about the music they listen to, make and perform and where and why people make music  Students improvise, compose, arrange and perform music  They demonstrate aural skills by staying in tune and keeping in tune when they sing and play | | | |
| **Assessment:**  Formative only | **Assessment:**  Formative only | **Assessment:**  Formative only | | | **Assessment:**  Respond to a piece of music.  Identify an instrument you can hear.  How is the sound produced?  Hit, blown, plucked or shaken?  What country do you think this music is from and why?  What is the tempo? (Fast/moderate/sow)  Is there pitch? How can you tell? |

**HEALTH AND PHYSICAL EDUCATION**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** | |
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| **HEALTH AND PHYSICAL EDUCATION 2h/w** | **CURRICULUM KNOWLEDGE** | Swimming Unit 1  Games & Movement Development Program | Athletics  Introduction to Athletics | Gross Motor Program | | Swimming Unit 2  Foundation Life Saving  Ball Games Unit |
| **ACHIEVEMENT STANDARD** | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | | Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. |
| **ASSESSMENT** | **Formative and Summative Assessment:** Observations/checklists | **Summative Assessment:** C2C Unit 1 assessment / marking guide | **Summative Assessment:** C2C Unit 3 assessment / marking guide | | **Summative Assessment:** Observations/checklists |
| **CURRICULUM KNOWLEDGE** | **U1: A little Independence**   * Describe physical and social changes that occur as they grow. Describe personal strengths and achievements and discuss how these are acknowledged and celebrated. * Identify similarities and differences, and recognise how diversity contributes to identities. * Describe changes that occur as individuals grow older. * Describe how family and community acknowledge changes. * Recognise similarities and differences in individuals . * Identify factors that influence personal identities. * Discuss how differences and similarities are celebrated and respected. | U2 – Good healthy choices in my environment   * Describe actions that keep themselves and others healthy in different situations. * Understand the meaning of being healthy. * Recognise situations and opportunities to promote health. * Understand the relationship between personal actions and being healthy. * Identify and explain actions related to health messages. * Recognise situations and opportunities to promote healthy choices. * Identify and explore natural and built environments in their local community where physical activity can take place. * Consider health messages when making health decisions and selecting healthy actions. * Understand decision making steps to make healthy choices. | U3 - We are family – we all belong   * Recognise similarities and differences in individuals and groups and describe how these differences can be respected. * Identify and practise emotional responses that reflect their own and others’ feelings. * Examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong. Examine similarities and differences * Recognise how differences contribute to identity * Understand different ways to demonstrate respect * Understand how emotional responses influence their own and others’ feelings * Explore ways to help themselves and others feel they belong practise strategies to be friendly and include others. | | U4 - My safety, my responsibilities in different environments   * 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. * Practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. * Examine safe and unsafe situations and strategies to keep safe. * Recognise and rehearse strategies that help keep them safe. * Explore how responsibilities increase as they grow older. * Examine situations where they may need to seek help from others. * Recognise safety clues and rehearse strategies they can use to seek help. |
| **ASSESSMENT** | **Assessment: Collection of work**  The assessment will gather evidence of the student’s ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy | **Assessment: Collection of work**  The assessment will gather evidence of the student’s ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy | **Assessment: Collection of work**  The assessment will gather evidence of the student’s ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy | | **Assessment: Collection of work**  The assessment will gather evidence of the student’s ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy |
| **Excursion** | | **PEEC: Forest Kingdoms** |  |  | |  |