

# OVERVIEW OF EXPECTED OUTCOMES - TERM 3 – 2017

*Oxley State School*



YEAR 1	Expected Outcomes	Assessment	Week
English	<p><b>Unit 4: Examining the language of communication — questioning</b> 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.</p> <p><b>Unit 5: Retelling cultural stories</b> Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.</p>	<p><b>Unit 4: Create and present a character</b> <i>Informative response — oral</i> Students create a new character for a familiar story and discuss choices in an interview.</p> <p><b>Unit 5: Retell of a cultural story</b> <i>Poster/multimodal presentation</i> Students create and present a retell of a traditional or cultural story.</p>	<p><i>Term 3</i> <i>Week 8</i></p> <p><i>Term 4</i> <i>Week 6</i></p>
Mathematics	<ul style="list-style-type: none"> <li>• 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</li> <li>• Fractions and decimals — identify one half</li> <li>• Money and financial mathematics - recognise, describe, &amp; order Australian coins according to their value</li> <li>• Patterns and algebra — recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence</li> <li>• 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 durations in time, tell time to the half hour.</li> <li>• Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects</li> <li>• Location and transformation - give &amp; follow directions, investigate position, direction and movement.</li> </ul>	<p><b>Measuring using informal units</b> Students order objects based on length and capacity using informal units.</p> <p><b>On time</b> Students explain time durations and tell time to the half hour.</p> <p><b>A handful of beads</b> Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line and recognise Australian coins according to their value.</p>	<p><i>Week 3</i></p> <p><i>Week 5</i></p> <p><i>Week 9</i></p>

YEAR 1	Overview of Expected Outcomes	Assessment	Week
Science	<p><b>Unit 3: Changes around me</b> Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p>	<p><b>Unit 3: Exploring sky and land</b> <i>Multimodal presentation</i> Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment. They respond to questions and sort and share observations.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Paint and collage – Day and Night landscape</li> <li>• Impact of Day and Night on people /animals: Students consider what activities take place.</li> <li>• Identify differences between night and day sky</li> </ul>	Week 7
Geography	<p><b>Natural, constructed and managed features of our local environment</b> Students will investigate the distinctive features of their local environment: Natural, constructed and managed. They will learn what places are like and how their features have changed. Students will learn that places can range from those that have largely natural features to those with largely managed or constructed features. Students will:</p> <ul style="list-style-type: none"> <li>• Investigate the different features of places</li> <li>• Examine where these places and the associated activities are located, and why?</li> <li>• Explore the idea that people can organise space.</li> <li>• Understand that spaces can be arranged differently for different purposes.</li> </ul>	<p><b>Part 1:</b> Categorise photos taken on local walk. Identify as natural, constructed and managed environment. Give reasons why.</p> <p><b>Part 2:</b> Make a 3D playground, with a managed and constructed features. Challenge: include features that make the park inclusive for babies/toddlers, teenagers, adults, disabled people and pets. (View a range of parks online)</p>	Week 3  Weeks 8-9
Health / Physical Education	<p><b>A little independence</b> In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.</p> <p><b>Mixed Sports: I'm a 'balliever' / They Keep me Rolling</b> Students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve various ball size challenges. Students will also demonstrate fundamental movement skills while using scooter boards. They will perform movement skills to manoeuvre a scooter board along different pathways.</p>	<p><b>A little independence</b> <i>Collection of Work</i> Students describe changes that occur as they grow older and recognise how strengths and achievements contribute to identities.</p> <p>National Curriculum Unit Checklist and Criteria</p>	Ongoing
Technology / ICT	<p><b>School Playground Design</b> Design a plan for a playground, using a labelled drawing. They will then use a range of materials to create a 3D model of a playground and verbalise their ideas in relation to their playground design. (<i>Integrated with Geography</i>)</p>	<p>Plan and make a playground with managed and constructed features. Challenge: include features that make the park inclusive for babies/toddlers, teenagers, adults, disabled people and pets. (View a range of parks online)</p>	Weeks 6-10

<b>The Arts</b> (Music, Visual Arts, Dance, Drama and Media Arts)	<p><b>Visual Arts:</b> Day and night landscapes (<i>linked to Science unit</i>)</p> <p><b>Music:</b> As part of Oxley’s developmental music program, students will continue to consolidate and extend their musical skills through group and individual movement, speaking, singing and playing to live and recorded music, exploring elements of beat, rhythm, pitch, harmony, ostinato, canon and accompaniment. Rhythmic work will include opportunities to identify and play the rhythm pattern of known rhymes and songs. Students will learn to show high and low sounds on the staff. Students will develop their skills to ‘read’ the pitch of known songs from hand signs and visual representations. Students will learn to use a short melody as an ostinato with a known song. Students will have the opportunity to begin to improvise rhythmically using known elements (ta, titi and za). Students will begin to use mallet keyboard instruments (xylophones, glockenspiels, etc) with correct technique to compliment vocal work.</p>	Paint and collage – Day and Night landscape <b>Music:</b> Students individually perform the rhythm of a known song. Perform in sol-fa a short excerpt of a known song reading hand signs and /or visual representations. Perform a melodic ostinato (3 note range) vocally and/or instrumentally with a known song. Improvise rhythmically a short phrase using ta, titi and/or za.	<i>Week 7</i>  1-7  2-8  6-10  3-7
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