

OVERVIEW OF EXPECTED OUTCOMES - TERM 1 – 2017

Oxley State School



YEAR PREP	Expected Outcomes	Assessment	Week
English	<p>Enjoying our new world Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary a non-literary texts, including fiction and non-fiction books and everyday texts. Students will explore their favourite books and make connections between texts and their personal experiences. They identify and describe likes and dislikes about texts, objects, characters and events and share this informally in whole class and small group settings.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn letter names and sounds through Jolly Phonics • Be introduced to sight words • Learn concepts about print • Develop phonological awareness (rhyme, syllables, blending and segmenting) 	<p><i>Reading: Concepts about Print Assessment</i> <i>Phonics: Letter and Sound Assessment</i></p> <p>Speaking: Talk about a favourite story <i>Informative response – oral (monitoring task)</i> <i>Students select a favourite story and create a short spoken response to elements of the story.</i></p> <p><i>English Unit: Checklist</i></p> <p><i>PIPS Literacy Assessment</i> <i>Weekly observations and anecdotal records</i> <i>Whole School Writing Task</i></p>	<p>8-9 8-9 8 - 9 Through out Term 2-3 1-9 2</p>
Mathematics	<ul style="list-style-type: none"> • Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, represent quantities, visualise arrangements to five, match numerals to quantities, count forwards & backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after & next in a sequence, order quantities & numerals • Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy & describe simple patterns, identify patterns within counting sequences • Using units of measurement — directly compare the size of objects, describe the objects • Using units of measurement — compare the length of objects using direct comparison, compare the height of objects • Using units of measurement — directly and indirectly compare the duration of events <p>Location and direction — use positional language to describe location, identify positional opposites, represent locations with models & images.</p>	<p>Bag sort (Interview)- C2C Assessment <i>Students group familiar objects based on common characteristics.</i></p> <p>Patterns - Assessment 15 Targeting Maths</p>	<p>8 5</p>

Science	Living Things on the Farm: Needs and Habitats Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met and there are consequences when needs are not met. A focus of this unit will be life on the farm.	Students will make a model of a suitable environment for their chosen farm animal. They will consider and incorporate everything that the animal needs to stay alive. Students explain their model answering a series of questions.	Weeks 6-9
History	Exploring Families Students will investigate their own personal story, including their family background and relationships within their family. They will also examine family structures and appreciate that diverse family groups today have commonalities as well as differences.	Written/ pictorial assessment and oral discussion comparing and contrasting family structures. Games we played over time: Baby, toddler, Prep student. Illustrate and explain orally.	4 8-9

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YEAR PREP	Overview of Expected Outcomes	Assessment	Week
Geography	Assessed in Semester 2		
Health Physical Education	Swimming Students will develop aquatic skills using different body parts to travel in different directions, develop the swimming strokes of freestyle and backstroke and apply safety rules in an aquatic environment. Health: 'You Can Do it' Program – Focus on looking after our workspace and belongings; having a go at new work; being a good friend and working tough.	Swimming Stage Level Checklist (Royal Life Saving)	9
Technology	Linked to Science Unit: Habitats – On the Farm	Students will design and create a model of a farm. They will explain how the features of their model help their chosen animal stay alive.	6-9

<p>The Arts (Music, Visual Arts, Dance, Drama and Media Arts)</p>	<p>Music Students will have opportunities, as a group and individually, to display a sense and understanding of beat through moving, pointing and playing while singing or with recorded music. Students will differentiate between rhythm patterns and steady beat. Students will develop their inner hearing of known songs and their recognition of melodic fragments. Students will consolidate and extend their repertoire of speech rhymes and songs of limited range (2-3 notes), singing in tune. Students will respond, through movement to a variety of music featuring contrasting styles. Students will be encouraged to follow directions and hone their listening skills.</p>	<p><i>While class sings / recorded music is heard, show the beat through walking, pointing or playing. Individual / pairs of students perform known songs with some inner hearing of the melody. Students identify if steady beat or a rhythm pattern is being played.</i></p>	<p>1-10</p>
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