

OVERVIEW OF EXPECTED OUTCOMES - TERM 2 – 2017

Oxley State School



YEAR PREP	Expected Outcomes	Assessment	Week
English	<p>Interacting with others In this unit students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning-focused teaching and learning, play, real-life situations, investigations and routines and transitions. Students will create a rhyming verse and recite it to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p> <p>Students will develop skills and knowledge about concepts about print, phonemic awareness, oral language and phonics.</p>	<p>Create and recite a rhyme <i>Imaginative response — oral</i> Students listen and demonstrate knowledge of rhyme through written and spoken communication.</p> <p>Responding to a rhyming story <i>Informative response — oral</i> Students clearly communicate an opinion about a familiar rhyming story and identify the use of rhyme within it.</p> <p>Concepts about Print Assessment Letter and Sound Assessment Sight Words Weekly observations and anecdotal records PM Running Record</p>	<p>Week 5</p> <p>Week 10</p> <p>TBA</p>
Mathematics	<ul style="list-style-type: none"> • Using units of measurement - compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations • Shape - compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes • Number and place value - recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts • Location and transformation - identify and describe pathways, give and follow movement directions, represent movement paths, describe locations • Patterns and algebra - copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number. 	<p>Numbers to 10 - Assessment 1 Targeting Maths (in conjunction with Number Interview)</p> <p>Patterns - Assessment 15 Targeting Maths</p>	<p>Week 7</p> <p>Week 6</p>

Science	<p>Our Material World In this unit, students are provided with opportunities to examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Describe the properties of the materials from which objects are made and their purposes in everyday life.</p>	<p>Make a wind ornament: Students determine the suitability of materials for the creation of a wind ornament, justifying their choices.</p>	<p><i>Weeks 6-7</i></p>
History	<p>Telling a Story About the Past In this unit, students will identify familiar ways family and friends commemorate past events that are important to them and explore the way in which stories of families and the past can be and have been communicated. They will recognise that stories can be prompted by photographs, artefacts, books, oral histories, digital media and museum exhibits that represent past events and understand that stories can change over time.</p>	<p>Part A: Students create a picture showing how important family events are celebrated/commemorated and recount the details of the event. Part B: Students sequence three familiar family events.</p>	<p><i>Week 6-7</i></p>
Geography	<p><i>Assessed in Semester 2</i></p>		
Health Physical Education	<p>Let's Get Moving Students will examine and apply rules that keep them safe during physical activity. They will develop the fundamental movement skills of running, hopping, jumping and galloping and apply them in activities and games. Students will apply fundamental movement to solve movement challenges.</p>	<p>National Curriculum Unit Checklist and Criteria</p>	<p><i>On-going</i></p>
Technology/ICT	<p>Students will learn basic computer skills e.g. mouse control, keyboards skills</p>	<p>Monitoring of these skills happens throughout the term.</p>	<p><i>On-going</i></p>
The Arts	<p>Students will explore ideas about representing stories and experiences through collage.</p>	<p>Collection of work</p>	<p><i>On-going</i></p>

The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	<u>Music</u> Building on many skills being developed in term 1, 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 provide higher or lower starting pitches for known songs. 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.	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 echo / answer at a higher or lower pitch, as requested, a melodic motif sung by the teacher (2 notes – s m) Students identify if steady beat or a rhythm pattern is being played.	1-5 5-8 1-4 4-8
	<u>Visual Arts, Dance, Drama and Media Arts</u> Create artistic works and comment on other artists work.		

At Oxley State School teaching, learning and assessment are based on ACARA (Australian Curriculum) and State Schooling, Curriculum into the Classroom (C2C) documents.