

# OVERVIEW OF EXPECTED OUTCOMES - TERM 3 – 2017

*Oxley State School*



PREP	Expected Outcomes	Assessment	Week
English	<p><b>Enjoying and retelling stories</b> Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn letter names and sounds through Jolly Phonics</li> <li>• Continue to learn sight words</li> <li>• Learn concepts about print</li> <li>• Continue to develop phonological awareness (rhyme, syllables, blending and segmenting).</li> </ul>	<p><b>Retell a story</b> <i>Informative response — oral</i> Students demonstrate comprehension, and personal connection to a familiar story through retelling events to peers.</p>	Week 9/10
Mathematics	<ul style="list-style-type: none"> <li>• Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly</li> <li>• Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shape</li> <li>• Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass</li> <li>• Using units of measurement — sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events</li> <li>• Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions</li> </ul>	<p><b>Answering questions</b> <i>Work sample/Observation</i> Students answer simple questions to collect information and make simple inferences.</p> <p><b>Duration and weekly events</b> <i>Work sample/Interview</i> Students connect days of the week, and explain the order and duration of events.</p> <p><b>Comparing objects using mass</b> Students work in pairs to compare the mass of two shopping bags.</p>	<p>By Week 10</p> <p>By Week 10</p> <p>By Week 10</p>

PREP	Overview of Expected Outcomes	Assessment	Week
Science	<p><b>Weather watch</b> Students will investigate how daily weather and seasonal changes affects everyday life, including the way we modify our behaviour and dress. Students will use their senses to make observations of the weather. Students will focus on wind, clouds, storms and temperature.</p>	<p><b>Weather Watch</b> <i>Collection of student work</i></p> <ol style="list-style-type: none"> <li>1. Clouds</li> <li>2. Wind</li> <li>3. Storms</li> <li>4. Temperature</li> </ol>	<i>Ongoing</i>
Geography	<p><b>Familiar Locations</b> Students will explore places people live in and belong to and describe their features. They will observe features of familiar places and represent these features on a map or model.</p>	<p>Draw a map of the classroom and make a model collaboratively as a whole class (monitoring). Draw a map and make a model of the Prep area.</p>	<p><i>4-5</i></p> <p><i>8-9</i></p>
Health / Physical Education	<p><b>Health</b> <b>I can do it</b> In this unit students will explore information about what makes them unique, identifying their strengths and achievements. Students will identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.</p> <p><b>Games/ Playing with balls</b> Students will develop the object-control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges.</p>	<p>Students identify different settings where they can play safely and identify and describe the different emotions people experience.</p> <p>National Curriculum Unit Checklist and Criteria</p>	<p><i>Week 10</i></p> <p><i>Ongoing</i></p>
Technology / ICT	<p>Students will use develop and apply their knowledge of mapping skills and scale models (using informal units) to create maps and models of areas within their immediate environment. (Linked to Geography unit)</p>	<p>Draw a map and make a model of the Prep area (Linked to Geography unit)</p>	<i>8-9</i>

<b>The Arts</b> (Music, Visual Arts, Dance, Drama and Media Arts)	<u>Visual arts</u> <b>New Stories</b> In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.	<b>New Stories</b> <i>Collection of Work</i> <b>Part A: Making</b> Represent feelings through art –line drawing <b>Part B: Responding</b> Describe how you have drawn each feeling. What colours and type of lines did you use to represent each feeling and why?	<i>Week 9/10</i>
	<u>Music</u> Building on many skills being developed in Semester 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. Students will understand and be able to identify the terms high/low, loud/soft and fast/slow.	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. Students identify whether the music is fast/slow. High/low or fast/slow.	8-9 1-5 5-8 1-4 4-8