

OVERVIEW OF EXPECTED OUTCOMES - TERM 1 – 2017

Oxley State School



YEAR 1	Expected Outcomes	Assessment	Week
English	<p>Unit 1: Explaining how a story works In this unit students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text. Students will:</p> <ul style="list-style-type: none"> Engage in targeted reading activities, including small group guided reading Daily writing lessons, including handwriting, responses to texts and personal recounts Use STARS Strategy for reading comprehension Use Spelling Mastery strategies when completing writing in class Identify name/sound of letters and diagraphs Identify sight words (100) Use Jolly Phonics Grammar to identify parts of speech 	<p>Whole School Writing Task</p> <p>Unit 1: Responding to imaginative texts <i>Informative response — Written</i> Students comprehend and respond to imaginative texts (picture books).</p> <p>Diagnostic Assessment: Letter ID, sight words, PM running record</p>	<p>Week 2</p> <p>Week 8</p> <p>Week 5</p>
Mathematics	<p>Students will:</p> <ul style="list-style-type: none"> 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. Chance — describe the outcomes of familiar events Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data 	<ul style="list-style-type: none"> 'I Can Do Maths' Diagnostic Assessment Observations throughout term Number Facts Test <p>Will it? Won't it? Might it? <i>Written/Interview</i> Students classify outcomes of simple familiar events.</p> <p>My favourite 'teen' number <i>Written</i> Students recognise, model, write and order numbers to 20.</p>	<p>Week 2</p> <p>Ongoing</p> <p>Week 2</p> <p>Week 5</p> <p>Week 7</p>

YEAR 1	Overview of Expected Outcomes	Assessment	Week
Science	<p>Living Adventure In this unit, students make links between external features of living things and the environment where they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met. Students use science knowledge to recommend knowledge to improve habitats.</p>	<p>Oral Presentation: A better place Students identify a range of habitats, and examine an unhealthy local habitat to determine changes required to make it a better place for living things. They predict changes to a local habitat, sorting and recording observations.</p>	Week 8
History	<p>How do we describe time? Students will develop an understanding of terms indicating the passing of time which are frequently used in stories and conversations about the past and how these terms are used to describe dates and changes that have personal significance.</p>	<p>Collection of work: Time capsule box Students collect sources representing key personal milestones and events to include in a time capsule box. They use the sources to create a timeline and relate a story using these sources.</p>	Week 8
Health / Physical Education	<p>Health: 'You Can Do it' Program</p> <p>Movement: Students will develop aquatic skills using different body parts to travel in different directions, perform aquatic skills in a sequence incorporating understanding for under, over, through and between people and equipment, develop the swimming strokes of freestyle and backstroke and apply safety rules in an aquatic environment.</p>	<p>'You Can Do it', Assessment Task</p> <p>Swimming Stage Level Checklist (Royal Life Saving)</p>	Week 5, 9 Week 10
Technology	<p>Digital Technologies: Students will explore basic ICT skills including:</p> <ul style="list-style-type: none"> • Turning computer on/off • Logging on/off • Writing passwords/usernames • Recognising icons on desktop • Using a mouse 	Checklist of beginning ICT skills	Week 8

The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	<p>Music</p> <p>Students will have opportunities, as a group and individually, to display a sense and understanding of beat in simple (walking) and compound (skipping) time through moving, pointing and playing while singing or with recorded music. Students will have the opportunity to perform the beat while singing a well known song. Students will consolidate and extend their repertoire of speech rhymes and songs of limited range (3-5 notes), singing in tune. Students will learn how to perform comparatives (faster/slower, softer/louder, higher/lower) and their Italian terms. Students will have the opportunity to improvise new words to melodic motifs of known songs. Students will develop their internal hearing skills. Students will continue to practice hearing how many sounds on a beat and how to represent one and two sounds (ta and titi). Students will have the opportunity to learn to sing in canon.</p>	<p>Music</p> <p>While class sings / recorded music is heard individual students walk the beat. Individuals sing and play the beat on a non-melodic percussion instrument. Students write the rhythm pattern of a 4 beat phrase using ta and titi. Students create and play their own 4 beat phrase using ta and titi. Students create new words to a known song. Students perform comparatives with a partner to a well-known speech rhyme.</p>	<p>1-3</p> <p>3-7</p> <p>8</p> <p>2-7</p> <p>4-7</p> <p>6-8</p>
	<p>Visual Arts</p> <p>Students will engage with a range of materials to create and design artworks that imitate well known artworks. Students will look at different art works from different times and learn about the role of the artist and their contribution to society. They will provide opinions about artworks expressing what they like and why. Students will create visual representations that communicate and express their own and others' ideas as artist and audience.</p>	<p>Visual Arts</p> <p>Collection of artworks throughout the term. They will be assessed on their fine motor, presentation and ability to present their artwork.</p>	<p><i>Throughout the term</i></p>

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