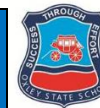


OVERVIEW OF EXPECTED OUTCOMES - TERM 2 – 2017

Oxley State School



YEAR 1	Expected Outcomes	Assessment	Week
English	<p>Unit 2: Exploring characters in stories In this unit students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</p> <p>Unit 3: Engaging with poetry In this unit students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p> <p><i>In English students will:</i></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 (200) Use Jolly Phonics Grammar to identify parts of speech 	<p>Unit 2: Reading and comprehension <i>Interview</i> Students demonstrate reading accuracy, fluency and comprehension of character development.</p> <p>Unit 2: Character description <i>Informative response — Written</i> Students create a character description using writing and images.</p> <p>Unit 3: Poem Recitation <i>Oral</i> Students perform a recitation or reading of a poem for a familiar audience.</p> <p>Diagnostic Assessment: Letter ID, sight words, PM running record</p>	<p><i>Week 4</i></p> <p><i>Week 4</i></p> <p><i>Week 9/10</i></p> <p><i>TBA</i></p>

Mathematics	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems • Fractions and decimals — investigate wholes and halves, partition to make equal parts • Money and financial mathematics — explore features of Australian coins. Patterns and algebra — investigate & describe repeating & growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent & record counting sequences, describe number patterns • Using units of measurement — describe the duration of an hour, explore & tell time to the hour. • Shape — Investigate the features three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects • Location and transformation — explore & describe location, investigate & describe position, direction & movement, interpret directions. 	<p>Secret object <i>Observation</i> Students give and follow directions to familiar locations.</p>	Week 6
		<p>Shape shakers <i>Interview</i> Students describe and compare three-dimensional objects based on their obvious geometric features.</p>	Week 3

YEAR 1	Overview of Expected Outcomes	Assessment	Week
Science	<p>Investigating everyday materials In this unit students:</p> <ul style="list-style-type: none"> • Explore materials and describe their properties. • Describe the actions they use when making physical changes to a material to make an object for a purpose. • Recognise that the properties of a material affect the physical changes that can be made and the purpose for using a particular material in their everyday lives. • Respond to questions, make predictions and investigate the effects of making physical changes to materials and objects through guided investigations. • Sort and record their observations and share these with others. • Modify a material for a given purpose, test their modifications and compare predictions. 	<p>Monitoring:</p> <ul style="list-style-type: none"> • Classify materials based on their properties • Identifying changes to materials <p>Don't Rock the Boat: Design and Construction using materials (C2C) Choose a material to make a boat. Predict which materials will be effective. Explain ways the features of the boat meet the purpose.</p>	Week 7
History	<p>Setting the Scene In this unit, students explore the differences between family structures and roles today when compared to the recent past. Students will consider how family structures and roles have changed over time, and they will identify differences and similarities between their daily lives when compared to the childhoods of their parents, grandparents and special older people.</p> <ul style="list-style-type: none"> • How has family life changed or remained the same over time? • How can we show that the present is different from or similar to the past? 	<p>Guided research Part A – Collaboratively develop question about daily life in the past and individually pose the questions to a panel of grandparents. Part B - How has daily life changed and stayed the same? Students record their responses in a table. Monitoring: Classify objects, create timelines.</p>	Week 7 Throughout Term
Health / Physical Education	<p>Catch Me If You Can Students will demonstrate dodging and running skills and test alternatives to evade others/objects in tagging games. Students will demonstrate strategies to work in groups and play fairly during tagging games.</p>	National Curriculum Unit Checklist and Criteria	On-going
Technology / ICT	<p>Character Design: Link to English C2C Unit 2: Character Description Assessment. Further develop ICT skills, navigating the program: using the paintbrush, pencil, eraser, colours; saving to student folder. ICT: Students will explore basic ICT skills including: Logging on/off; Using capitals and lowercase letter when typing – recognising the corresponding; Writing passwords/usernames; Recognising icons on desktop; Using a mouse or tracking pad.</p>	Link to English C2C unit 2: Draw a picture of a character using drawing software (paint.net) Checklist of beginning ICT skills	Week 6
The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	<p>Music: Building on many skills being developed in term 1, students will consolidate and extend their repertoire of speech rhymes and songs of limited range (3-5 notes), singing in tune. Students will have the opportunity to perform known songs in question and answer phrases. Students will learn to represent no sounds on a beat (za), imitating and writing four beat rhythms using ta, titi and za. Students will keep a four beat rhythmic ostinato while a known song is performed. Students will differentiate between simple (walking) and compound (skipping) metre. Students will practice showing higher and lower sounds through movement, hand signs and visual representation. Visual Arts: Students will use pencils, crayons, paint and Paint.net to create images that demonstrate an understanding of line, colour and shape.</p>	<p>Students imitate and write the rhythm pattern of a 4 beat phrase using ta, titi and za. Students play a 4 beat phrase as an ostinato. Students perform a known song in question and answer phrasing.</p> <p>Observation of a collection of art pieces, based on characters from the texts read and discussed in English.</p>	4-5 6-8 9-10 6

