

OVERVIEW OF EXPECTED OUTCOMES - TERM 1 – 2017
Oxley State School



YEAR 2	Expected Outcomes	Assessment	Week
English	<p>Unit 1: Character Description and Narrative (C2C Units 2 and 3)</p> <p>Students will read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They create a character description.</p> <p>Students will also explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative narrative (innovation) about an animal character, using a similar plot to the story, Clancy the Courageous Cow.</p> <p>Plan and present an oral presentation: (Linked to Science unit: 'Toy Factory').</p>	<p>Whole School Writing Task (Pre-assessment)</p> <p>Unit 1: Imaginative narrative <i>Imaginative response — written</i> Students create a narrative of an animal character, using a similar plot to the story Clancy the Courageous Cow.</p> <p>PM/Probe: Diagnostic reading assessment (Non-Fiction)</p>	<p>Week 2</p> <p>Week 10</p> <p>Week 5</p>

Mathematics	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count collections in groups of ten, represent two-digit numbers, connect two-digit number representations, partition two-digit numbers, round numbers to the nearest ten, add strings of single-digit numbers, use the twos, fives & tens counting sequence, investigate twos, fives & tens number sequences, representing addition & subtraction, add 2-digit number, solve simple addition and subtraction problems, connect part-part-whole understanding to number facts, recall addition number facts, represent multiplication and division, solve simple multiplication and division problems • Using units of measurement — order days of the week and months of the year, use calendars to record & plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure & compare lengths using non-standard units • Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. • Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations 	<p>Number, Place Value, Patterns and Algebra Number, Place Value, Time Chance</p> <p>Optional: Counting and calculating to and from 1000 <i>Short answer questions</i> Students count to and from 1000 and perform addition and subtraction problems using a range of strategies.</p> <p>Collecting and representing data <i>Short answer questions</i> Students collect, organise and represent data to make simple inferences.</p>	<p>Week 5 Week 7 Week 10</p>
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YEAR 2	Overview of Expected Outcomes	Assessment	Week
Science	<p>Toy Factory Students will:</p> <ul style="list-style-type: none"> • Investigate how a push or pull affects how an object moves or changes shape. • Students will further develop the idea that science involves asking questions and describing changes. • They will begin to pose questions; make predictions; and, describe the effect on movement caused by the push or pull exerted on the object. • Students will use informal measurements to make and compare observations about movement. They will then apply this science knowledge to explain how pushes and pulls can be used to change the movement of a toy or object they create in class. 	<p>Assessment Summary</p> <ul style="list-style-type: none"> • Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources. • Design and develop a push or pull toy and evaluate it. Explain what could be done to make it move faster. 	<p>Weeks 3-7 Weeks 7-8</p>

History	<p>Exploring My Local Community In this unit, students:</p> <ul style="list-style-type: none"> • Identify and explore a site of historical significance (Oxley State School) in the local community and describe what the site reveals about the past and its importance today. • Develop historical understandings through the key concepts of continuity and change, perspectives, empathy and significance. • Pose questions about the past and use sources provided to answer those questions. 	<p>Assessment Summary</p> <ul style="list-style-type: none"> • Question and answer • Cloze activity(Booklet) 	Week 8-9
<p>The Arts (Music, Visual Arts, Dance, Drama and Media Arts)</p>	<p>Dance: Kookaburra who stole the moon Students will perform a Dance incorporating concepts of: Level and Space, Patterns and Pathways and, Creativity and Interpretation.</p> <p>Music: Rhyme and Song Students will continue to consolidate and extend their repertoire of more complex rhymes and songs. Students will learn to sing in a ‘legato’ style. Students will have the opportunity to improvise a rhythmic answer to a rhythmic question and a melody to a known rhyme. Students will learn to perform known songs to simple drone accompaniments played on mallet instruments. Students will develop their skill in performing beat and rhythm pattern simultaneously. Students will learn to differentiate between songs in simple (walking) and compound (skipping) metre. Students will discover ‘doh’ from known songs.</p> <p><i>Visual Arts, Drama and Media Arts formally assessed across Terms 2-4</i></p>	<p>Assessment Summary Dance Performance - Create dance movements and sequences based on a narrative</p> <p>Students perform beat and rhythm of a well-known song with a partner. Students improvise a rhythmic answer to a rhythmic question. Students perform a drone accompaniment with a well-known song. Students will notate a known 4 note song on a staff.</p>	<p>Week 9</p> <p>Weeks 1-4</p> <p>Weeks 3-6</p> <p>Weeks 4-7</p> <p>Weeks 7-8</p>
Health Physical Education	<p>Health: “You Can Do It!” program</p> <p>Swimming 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>Assessment Summary Swimming Stage Level Checklist (Royal Life Saving)</p>	Week 9

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