

OVERVIEW OF EXPECTED OUTCOMES - TERM 3 – 2017

Oxley State School



YEAR 2	Expected Outcomes	Assessment	Week
English	<p>Unit 4: Exploring Procedures Students read, view and listen to a range of procedures. Students also create, rehearse and present a procedure in front of their peers.</p>	<p>Unit 4: Multimodal Informative procedure <i>Informative response – written</i> Students will plan and write procedure on how to make a healthy sandwich.</p>	Week 8
Mathematics	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count to & from 1000, represent three-digit numbers, partition three-digit numbers, compare and order three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, count large collections • Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems • Money and financial mathematics — count collections of coins & notes, make & compare money amounts, read & write money amounts, compare money amounts • Using units of measurement — compare and order objects, measure length, area and capacity using informal units • Location and transformation — describe the effect of single-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations. 	<p>Count, multiply and divide <i>Short answer questions</i> Students count to and from 1000, represent multiplication by grouping into sets and divide collections and shapes into halves, quarters and eighths.</p> <p>Compare them! Order them! <i>Short answer questions</i> Students measure, compare and order several shapes and objects using uniform informal units.</p>	<p>Week 8</p> <p>Week 10</p>

YEAR 2	Overview of Expected Outcomes	Assessment	Week
Science	<p>Mix, make and use Students will:</p> <ul style="list-style-type: none"> Investigate combinations of different materials. Understand that science involves asking questions about and describing changes to familiar objects and materials. Give reasons for the selection of particular materials according to their properties and purpose. Describe changes to materials when combining them to make an object which has an everyday purpose. Pose questions, make predictions and follow instructions to record observations in a guided investigation. Represent and communicate their observations using scientific language. 	<p>Mix, make and use Scientific Investigation</p> <p>Students follow the design process, planning, selecting appropriate materials, predicting, testing and recording observation to produce an object (lunchbox) for a particular purpose.</p>	Week 8
Geography	<p>What is the story of my place?</p> <p>Students will:</p> <ul style="list-style-type: none"> Draw on representations of the world as geographical divisions, and the location of Australia. Understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another. Develop questions about places. Describe the location and direction of a place. Use a globe or a maps to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local scale (town, rural area or city), regional scale, national scale, or region of the world scale. Use a globe, map or other geographical tool to locate and name the continents, oceans, equator, and North and South poles. Collect and record geographical data and information, such as observations and photographs to identify examples of how places are defined by different groups. Represent connections between places by constructing a map and using symbols. 	<p>What is the story of my place?</p> <p><i>Part A</i></p> <ul style="list-style-type: none"> Represent a familiar place, showing key features and their location Represent and interpret data about a place and its purpose <p><i>Part B</i></p> <ul style="list-style-type: none"> Know, represent and analyse the key features of a town (South Bank) Understand that places are located within major geographical divisions of the world Understand and analyse geographical information and present findings. 	Week 3 Week 7
Technology	<p>Students will:</p> <ul style="list-style-type: none"> Follow the design process of investigating, designing, producing and reflecting when making a lunch box. Use Microsoft Word to publish their procedure (Healthy sandwich linked to English) 	<ul style="list-style-type: none"> Students follow the design process, planning, selecting appropriate materials, predicting, testing and recording observation to produce an object (lunchbox) for a particular purpose. Checklist of ICT skill to publish procedure. 	Week 9
Health / Physical Education	<p>Health: My classroom is healthy, safe and fun In this unit, students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.</p> <p>Physical Education: Mixed Sports: I'm a 'balliever' / They Keep me Rolling Students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling; test alternatives to solve various ball size challenges; demonstrate fundamental movement skills while using scooter boards; perform movement skills to manoeuvre a scooter board along different pathways and through a range of obstacles. Students will be provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games.</p>	<p>My classroom is healthy, safe and fun Students describe how to keep themselves and others healthy and safe within a classroom setting and select a health or safety strategy for an outside setting.</p> <p>Monitoring of student understanding National Curriculum Unit Checklist and Criteria</p>	Week 10 Weekly Ongoing

<p>The Arts</p>	<p>Music: As part of Oxley’s developmental music program, students will continue to consolidate and extend their musical skills through group and individual movement, speaking, singing and playing to live and recorded music, exploring elements of beat, rhythm, pitch, harmony, ostinato, canon and accompaniment. Students will learn about the ‘tie’ and the minim note (ta-aa). Student will develop their rhythmic dictation skills up to 8 beats in simple time using ta, titi, za, ta-aa. Students will have the opportunity to improvise rhythmically and to create and perform rhythmic accompaniments to known songs using body percussion or un-tuned percussion instruments. Students will learn, through known songs, about ‘re’ in the sol-fa scale and be able to write it on the staff.</p>	<p>Students will notate an 8 beat rhythm including ta, tit, za and ta-aa. (Written) Students will create, write and perform a 16 beat rhythmic accompaniment to a known song. Students will play and sing the melody of a known m r d song. Students will create, write and sing a short melody using m, r, d (s and l if desired)</p>	<p>2-4 6-10 3 - 8 6-10</p>
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At Oxley State School teaching, learning and assessment are based on ACARA (Australian Curriculum) and State Schooling, Curriculum into the Classroom (C2C) documents.