2021 CURRICULUM AND ASSESSMENT PLAN

Year One

		SEMESTER ONE			SEMESTER TWO		
ENGLISH	CURRICULUM KNOWLEDGE	***Imaginative focus: Story*** **Exploring how a story works (U1)** • Listen to recounts and narratives on similar topics. • Identify the purpose of stories and recounts. • Retell events of a familiar story using text structure and repetition. • Respond to imaginative stories making connections between personal experiences and the text.	***Informative focus: Character descriptions*** **Exploring characters in stories (U2)** • Read and write about characters in stories. • Explore how authors construct characters through images and language • Explore how authors construct characters emotions, motivations, appearance and behaviour • Write a character description	***Imaginative focus: Poetry*** **Engaging with poetry (U3)** • Listen to, read and view poems. • Explore sound patterns and features of plot, character and setting. • Recite a poem to the class.	***Persuasive focus: Discussion*** **Examining the language of communication — questioning (U4)** • Discuss features of plot, character and setting in different types of literature and explore some features of characters and different texts. • Read and write about animal characters to explore how they reflect human qualities. • Engage in conversations and discussion, using active listening behaviours, showing interest, and contributing ideas, information and questions	***Imaginative focus: Retell*** **Retelling cultural stories (U5)** • Discuss features of plot, character and setting in different types of literature and explore some features of characters and different texts; express preferences for texts. • Explore nouns (including pronouns), verbs, adjectives and adverbs • Write, present and read a retelling of their favourite story to an audience of peers.	***Informative focus: Procedure*** **Creating digital procedural texts (U6)** • Explore the language features and text structures of procedural texts in imaginative and informative contexts. • Create a digital multimodal procedure. • Explore persuasive features • Create a digital multimodal innovation of an imaginative text that includes persuasion.
		6 weeks	**5 weeks**	**5 weeks**	**6 weeks**	**5 weeks**	**5 weeks**
	TEXTS	• Dog Loves Books • Too loud Lilly • Blossom Possom • When I'm feeling • Handa's Surprise • The Pout-Pout Fish • Crunch the Crocodile	• The Very Blue Thingamajig • Crunch the Crocodile • Rose meets Mr Wintergarten • The Pout-Pout Fish • Giraffe's Can't Dance • When Henry Caught Imaginitis	• Doodledum Dancing • Now we are six • Look see, look at me! • Old Possum's Book of Practical Cats • Nursery Rhymes • Jessica Jean	• Macca the Alpaca series • Pig the Pug series • Willy the Wimp • Willy and Hugh • Willy the Champ	• Traditional dreaming stories • How the Kangaroo got their Tail • How the Turtle got their Shell • How the Birds got their Colours • Why the Koala got their Stumpy Tail	• Procedural texts • What shall I make? • Wombat Stew • Enemy Pie • Giggle, Giggle, Quack • Carla's Sandwich • The Giant Jam Sandwich
	SKILL DEVELOPMENT	• Sight words • Phonological awareness • Identify setting, characters and key events • Identify beginning, middle and end of a narrative • Identify the difference between recount and narrative • Use of capital letters and full stops	• Sight words • Phonological awareness • Identify setting, characters and key events • Identify beginning, middle and end of a narrative • Describe character using noun groups and adjectives	• Sight words • Phonological awareness • Recalls key ideas – literal and implied meaning • Understands text purpose • Describes characters, settings and events • Makes presentations	• Sight words • Phonological awareness • Identify setting, characters and key events • Identify beginning, middle and end of a narrative • Identify and use noun and verb groups to describe events and characters	• Sight words • Phonological awareness • Identify beginning, middle and end of a narrative • Identify and apply recount structure and sentence starters • Identify and use noun and verb groups to describe events and characters	• Sight words • Phonological awareness • Purpose of procedure • Identify and use noun groups • Identify and use command verbs and verb groups
	ASSESSMENT	**Summative assessment** Students comprehend and respond to imaginative texts	**Summative assessment** <u>Assessment task 1</u> – Students create a character description using writing and images	**Summative assessment** <u>Assessment task 1</u> – Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning <u>Assessment task 2</u> – Students perform a recitation or reading of a poem for a familiar audience	**Summative assessment** Students create a new character for a familiar story and discuss choices in an interview.	**Summative assessment** Students create and present a retell of a traditional or cultural story.	**Summative assessment** <u>Assessment task 1</u> – Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.
		Text - • Big Rain Coming • Koala Lou	**Text 1 –** The Rainbow Fish	**Text 1 –** Little raindrops	**Text –** Willy the Wimp series	**Text –** Tiddalick	**Text –** The Lighthouse Keeper's Lunch

MATHEMATICS

	SEMESTER ONE		SEMESTER TWO	
CURRICULUM KNOWLEDGE	**Unit 1** Students develop understandings of: • 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 growth patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction, 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 and record and represent data.	**Unit 2** Students develop understandings of: • 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 and describe repeating and growing patterns, connect counting sequences to growth patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns • Using units of measurement — describe the duration of an hour, explore and tell time to the hour. • Shape — investigate the features of three-dimensional objects & two-dimensional shapes, & describe two-dimensional shapes & three-dimensional objects. • Location and transformation — explore and describe location, investigate and describe position, direction and movement, interpret directions.	**Unit 3** Students develop understandings of: • Number and place value — recall, represent and, count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; adding single and two-digit numbers; represent, explore doubling and halving; record and solve simple addition and subtraction problems. • Money and financial mathematics - recognise, describe, and order Australian coins according to their value. • Patterns and algebra — recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence. • Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe durations in time, tell time to the half hour; represent times on digital and analog clocks. • Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects. • Location and transformation - give and follow directions; investigate position, direction and movement.	**Unit 4** Students develop understandings of: • Number and place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts. • Fractions and decimals — identify one half. • Patterns and algebra - describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns. • Chance — identify the chance of events occurring, predict outcomes of familiar events. • Data representation and interpretation — ask suitable questions to collect data, collect and represent data.
SKILL DEVELOPMENT	• Days of the week • Months of the year • Numbers and number words • Skip counting – 1's, 2's, 5's • Place value • Part-whole – standard partitioning of 1 digit numbers • Addition and subtraction • Locate numbers on number lines • Skip counting – 2's • Comparing lengths • Identify outcomes of chance events	• Days of the week • Months of the year • Numbers and number words • Skip counting – 1's, 2's, 5's • Repeating and growing patterns • Teen numbers • Location and transformation • Part-whole – standard and flexible partitioning of 2 digit numbers • Fractions - halves and wholes • 2D and 3D shapes • Counting collections, Number relationships • Coins – bigger or smaller?	• Days of the week • Months of the year • Numbers and number words • Skip counting – 1's, 2's, 5's • Number patterns • Location and transformation - directions • Part-whole – standard and flexible partitioning of 2 digit numbers • Fractions - halves and wholes • Measurement – lengths and capacity • Time duration – longer or shorter? • Mental maths strategies	• Days of the week • Months of the year • Numbers and number words • Skip counting – 1's, 2's, 5's, 10's • Repeating and growing patterns • Teen numbers • Part-whole – standard and flexible partitioning of 2 digit numbers • Part-whole – missing numbers in partitioning • Fractions – halves and doubles • Fractions - halves and wholes • Counting collections, Number relationships • Time duration – compare and sequence time events
ASSESSMENT	**Summative assessment** *Classifying outcomes* – Students classify outcomes of simple familiar events. *Understanding teen numbers* – Students recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value. **Formative assessment** *Pool problems* – Students carry out simple addition problems using a range of strategies.	**Summative assessment** *Describing two-dimensional shapes and three-dimensional objects* – Students describe two-dimensional shapes and three-dimensional objects. *Using the language of direction* – Students give and follow directions to familiar locations.	**Summative assessment** *Understanding number sequences and recognising Australian coins* – Students describe number sequences resulting from skip counting by twos, fives and tens, count to and from 100 and locate numbers on a number line. They recognise Australian coins according to their value. *Measuring using informal units* – Students measure and order objects based on length and capacity using informal units. *Explaining durations and telling time* – Students explain time durations and tell time to the half hour.	**Summative assessment** *Adding and subtracting using counting strategies* – Students carry out simple addition and subtraction. *Identifying one half* – Students identify representations of one half *Investigating number facts* – Student use simple strategies to reason and solve number inquiry questions. *Making inferences from collected data* – Students collect data by asking questions, draw and describe data displays and make simple inferences.
	Maths assessment tasks to be reviewed in 2021			

TECHNOLOGIES

	SEMESTER ONE	SEMESTER TWO
	DIGITAL TECHNOLOGIES	**DESIGN AND TECHNOLOGIES**
CURRICULUM KNOWLEDGE	**Unit 1: Computers – Handy Helpers** In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: • recognise and explore how digital and information systems are used for particular purposes in daily life • collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems • work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.	**Unit 3: It's show time** *Materials and technologies specialisations* In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show. Students will apply processes and production skills, in: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and developing design ideas • producing a puppet that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others and by sequencing the steps for the project. Suggested partner units: • Science Year 1 Unit 2 — Material madness
ASSESSMENT	**Summative assessment** Assessment task 1 – Everyday digital systems Assessment task 2 – Multimedia Class Profile Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.	**Summative assessment** Students design a character puppet with moving parts to use in a puppet show.

SCIENCE

	SEMESTER ONE		SEMESTER TWO	
CURRICULUM KNOWLEDGE	**Unit 1: Living adventure** Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.	**Unit 3: Changes around me** Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.	**Unit 2: Material Madness** Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.	**Unit 4: Exploring light and sound** Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.
ASSESSMENT	**Summative assessment** *Describing a habitat* – Students describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others.	**Summative assessment** *Exploring land and sky* – Students describe objects and events that they encounter in their everyday lives. To describe changes in the local environment. To respond to questions and sort and share observations.	**Summative assessment** *Rocking the boat* – Students describe the effects of physically changing a material to make a boat that floats. To make a prediction, participate in a guided investigation and record and share observations.	**Summative assessment** *Investigating light and sound* – Students participate in a guided investigation designing a toy that makes sound, and describe the effects of interacting with it. To sort objects according to criteria and share observations with others.

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOWLEDGE	**Unit 1: My changing life** *Inquiry questions:* • How has my family and daily life changed over time? In this unit, students: • explore family structures and the roles of family members over time • recognise events that happened in the past may be memorable or have personal significance • identify and describe important dates and changes in their own lives • compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences • respond to questions about the recent past • sequence and describe events of personal significance using terms to describe the passing of time • examine sources, such as images, objects and family stories, that have personal significance share stories about the past.	**Unit 2: My changing world** *Inquiry questions:* • What are the features of my local places and how have they changed? In this unit, students: • draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops • recognise that the features of places can be natural, managed or constructed • identify and describe the natural, constructed and managed features of places • examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places • represent local places using pictorial maps and describe local places using the language of direction and location • respond to questions to find out about the features of places, the activities that occur in places and the care of places • collect and record geographical data and information, such as observations and interviews to investigate a local place • reflect on learning to respond to questions about how features of places can be cared for.
	ASSESSMENT	**Summative assessment** Students identify, describe and sequence personal and family events and describe communities and changes in aspects of daily life.	**Summative assessment** Students conduct an inquiry to investigate places and their features at a local scale.
		HASS assessment tasks to be reviewed in 2021	

		SEMESTER ONE	SEMESTER TWO
		Visual Arts	**Media Arts**
THE ARTS	CURRICULUM KNOWLEDGE	**Unit 1: New Stories** In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks. Students will: • explore the visual language of storytelling in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks • experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues • display artworks and share ideas about narrative elements and visual language choices they made in their artworks • describe and interpret narrative elements in artworks	**Unit 5: What can you hear?** In this unit, students explore the existence and impact of sound as a representation of settings and characters in the community. Students will: • explore soundscapes through capturing audio from their community and using media technologies to communicate ideas about where and why sounds can be heard • experiment with audio recording and image capture to draw attention to sounds in the community • present soundscapes which may present alternate interpretations (eg. matching game; sounds with different images) describe and discuss sound effects and audio in media art works of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples
	ASSESSMENT	**Summative assessment** Students explore ideas about representing stories and experiences through collage and mixed media.	**Summative assessment** Students explore the impact of sound as a representation of settings characters in a community.

		Music	
	CURRICULUM KNOWLEDGE	**Where and Why** Students are given opportunities to find and develop their in-tune singing voice by singing many simple songs. Identifying the beat and rhythm while singing and differentiating between the beat and rhythm are a focus in preparation for learning the first two rhythmic syllables. Students explore and discuss where and why people make music and how music can create different moods..	**Ta and Titi** Students continue to develop their in-tune singing voice and ability to keep the beat by performing limited range, simple songs. They will learn the first two rhythmic elements Students begin to compose music using these rhythms. They listen and respond to music, identifying known rhythmic elements in music they hear.
	ASSESSMENT	**Summative assessment** Students: • sing a simple, known song with a partner or individually • perform the beat and rhythm • discuss where and why people make music and identify feelings different pieces of music evoke	**Summative assessment** Students: • sing known song individually while performing actions on the beat • compose and perform 8 beat rhythmic pattern (ta and titi) • derive the rhythm of known songs and abstract phrases (ta and titi) and identify elements of music

		Dance			
	CURRICULUM KNOWLEDGE	**Update coming soon**	**Update coming soon**	**Update coming soon**	**Update coming soon**
	ASSESSMENT	**Summative assessment**	**Summative assessment**	**Summative assessment**	**Summative assessment**

		SEMESTER ONE		SEMESTER TWO
HEALTH	CURRICULUM KNOWLEDGE	**Our changing life (FLSS Unit 1)** Students explore how their lives have changed over time and describe changes to relationships. They will have the opportunity to identify tasks they do by themselves and how this has changed since they were younger.	**Emotional Responses (FLSS Unit 2)** Students explore how a person's reaction to a situation can affect other's feelings. They will identify positive ways to react in different situations.	**Keeping healthy, safe and active (FLSS Unit 3)** Students explore actions to help make the classroom a healthy, safe and active place. They have an opportunity to demonstrate how being fair and respectful contributes to the class health and wellbeing.
	ASSESSMENT	**Summative assessment** Students describe changes that occur as they grow older.	**Summative assessment** Students identify how emotional responses impact on others feelings.	**Summative assessment** Students select and apply strategies to keep themselves healthy and safe.

		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	**Catch me if you can (U3)** Students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings	**Equipped to move (U4)** Students explore elements of movement while developing fundamental movement skills that involve manipulating equipment (hoops, balls and rhythm ribbons). They perform fundamental movement skills, with and without equipment, in simple movement sequences that incorporate elements of movement.	**I'm a 'balliever' (U2)** Students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities.	**Playing with balls (U1)** Students will develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play practices.
	ASSESSMENT	**Summative assessment** Students demonstrate fundamental movement skills in a variety of situations and alternatives to solve movement challenges. They demonstrate positive ways to interact with others.	**Summative assessment** Students perform movement sequences that incorporate the elements of movement. They identify how the body reacts to different physical activities.	**Summative assessment** Students demonstrate fundamental movement skills in a variety of movement situations. They yest alternatives to solve movement challenges.	**Summative assessment** Students demonstrate fundamental movement skills in a variety of movement situations. They test alternatives to solve movement challenges.