



Year 1 Curriculum and Assessment Plan 2019

Our Belief: Every student, every classroom, every day

We develop fine, caring and principled citizens who are literate, numerate and curious. Our students acquire useful and important bodies of knowledge and a broad repertoire of learning strategies and assets that will serve them throughout their lives.

LITERATE, NUMERATE & CURIOUS

HIGH EXPECTATIONS & AUTHENTIC RELATIONSHIPS

COMMUNICATION, COLLABORATION, COURAGEOUS, INQUIRERS, THINKERS, SELF-MANAGERS

CURRICULUM OVERVIEW

YEAR 1 - ENGLISH

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Achievement Standard (AC)	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.</p> <p>Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.</p> <p>They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.</p>			
Unit Overview	<p>Recount: Students will write personal recounts and journal entries using a title, sizzling start, plan for success through using a four square plan, write events using time words and finish with a reflection.</p>			
Unit Overview	<p>Story Studies: Students will explore a range of picture books and explore the parts of a story, their characters and the changes in their feelings throughout the story. Students will reflect on this and relate it to a time they may have felt the same as a character in the book.</p> <p>Report: Students will use information gathered in science lessons to write reports on minibeasts. It will include a title, what the minibeast looks like, eats, lives, how it protects itself and some other interesting information. Students will then draw and label the parts of a minibeast.</p>	<p>Enjoying poetry</p> <p>Students will be reading and viewing a range of rhyming poems. They will explore features such as alliteration, repetition, rhythm and rhyme and work with adding interest through the use of adjectives. Students will create their own poetry innovations of know nursery rhymes and their own four-lined rhyming poem.</p>	<p>Character Descriptions</p> <p>Students will need to create a missing person's poster, flyer or electronic file such as an email to describe a book character of their choice.</p> <p>It will include a heading, picture of their character and a description of their character including what they look like, how they act, where they were last seen and contact details if found based on the story setting.</p> <p>Procedural Text – introduce procedural texts.</p>	<p>Cultural Stories</p> <p>Students read and view a range of Aboriginal Cultural narratives and deconstruct these texts. They then use a four square planning sheet to help them plan, write, edit and publish their own imaginative texts based around the structure of a cultural narrative.</p> <p>Persuasive Letter Writing</p>
Assessment	<p>Assessment Tasks</p> <p>Recount</p> <p>Students are to write a personal recount using a title, sizzling start, plan for success through using a four square plan, write events using time words and finish with a reflection.</p> <p>Report</p> <p>Students are to write a report using simple sentences in present tense using content specific vocabulary.</p>	<p>Assessment Task:</p> <p>Poetry</p> <p>Students are to write a 2 lined rhyming poem.</p> <p>Students are to write a poetry innovation from a known nursery rhyme.</p> <p>Students recite a poem using appropriate volume, pace and expression.</p>	<p>Assessment Task:</p> <p>Lost Poster</p> <p>Students will create a missing person's poster, flyer or electronic file such as an email to describe a book character of their choice.</p> <p>It will include a heading using word art or drawn using the iPad, picture of their character either drawn or sourced from another mode e.g. Magazine, internet, and a description of their character including what they look like, how they act, where they were last seen and contact details if found based on the story setting.</p>	<p>Assessment Task:</p> <p>Cultural Narrative</p> <p>Students will write a cultural narrative. They can either change an existing narrative or create their own including a clear beginning, middle and end.</p>

YEAR 1 – MATHEMATICS

ACHIEVEMENT STANDARDS (AC)	<p>By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.</p> <p>Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.</p>			
MATHS	<p>Students develop understandings of:</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 tens 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, record and represent data • Number Fact Focus: <ul style="list-style-type: none"> - +1, +2, doubles, +0 facts 	<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 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. • Number Fact Focus: <ul style="list-style-type: none"> - Recall of 10 facts, -1, -2, -0 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • 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. • Number Fact Focus: <ul style="list-style-type: none"> - Recall of +3, -3, +10 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • 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. • Number Fact Focus: <ul style="list-style-type: none"> - Teach near doubles and near 10 facts - Subtraction where the answer is 1,2 or 3
ASSESSMENT	<p>Classifying outcomes Written/Interview Students classify outcomes of simple familiar events.</p> <p>Understanding teen numbers Written Students recognise, model, write and order numbers to 20.</p> <p>Investigating data representation Observation/Written Students use simple strategies to reason and solve a data inquiry question.</p>	<p>Using the language of direction <i>Observation</i> Students give and follow directions to familiar locations.</p> <p>Describing two-dimensional shapes and three-dimensional objects <i>Interview</i> Students describe two-dimensional shapes and three-dimensional objects.</p> <p>Investigating the value of Australian coins <i>Assignment/Project</i> Students use simple strategies to reason and solve a money inquiry question.</p>	<p>Measuring using informal units <i>Practical</i> Students measure and order objects based on length and capacity using informal units</p> <p>Explaining duration and telling time <i>Short answer questions</i> Students explain time durations and tell time to the half hour.</p> <p>Understanding number sequences and recognising Australian coins <i>Short answer questions</i> Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line and recognise Australian coins according to their value.</p> <p>Investigating the use of language in directions <i>Assignment/project</i> Students use simple strategies to reason and solve a number inquiry question.</p>	<p>Identifying one half <i>Short answer questions</i> Students identify representations of one-half.</p> <p>Making inferences from collected data <i>Short answer questions</i> Students collect data by asking questions, draw and describe data displays and make simple inferences.</p> <p>Adding and subtracting counting strategies <i>Short answer questions</i> Students carry out simple addition and subtraction.</p> <p>Investigating number facts <i>Portfolio</i> Students use simple strategies to reason and solve a number inquiry question.</p>

YEAR 1 – SCIENCE

<p>ACHIEVEMENT STANDARDS (AC)</p>	<p>By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record, sort their observations, and share them with others.</p>			
<p>SCIENCE</p>	<p>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.</p>	<p>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, 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.</p>	<p>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, landscapes and how they affect everyday life.</p>	<p>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, represent, and communicate their understandings in a variety of ways.</p>
<p>ASSESSMENT</p>	<p>Describing a habitat <i>Short-answer questions</i> Students describe changes in their local environment. How different places meet the needs of living things. To respond to questions, make predictions and share their observations with others. Constructing a habitat – a diorama to reflect changes in their local environment. How different places meet the needs of living things.</p>	<p>Rocking the boat <i>Supervised assessment</i> Students describe the effects of physical changes made to a material to make a boat that floats. Students make a prediction; participate in a guided investigation and record and share observations.</p>	<p>Exploring sky and land <i>Multimodal presentation</i> To 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. Represent observations of changes in the sky and landscape.</p>	<p>Investigating light and sound <i>Experimental investigation</i> Students participate in a guided investigation: make an Instrument</p> <ul style="list-style-type: none"> • Instruments – how they makes sounds – have an explanation of how the instrument works. • Comparison – loudness, pitch, • Present their instrument and state how it works – student’s give feedback – evaluation. • Poster – sources of light - draw; property of light varies e.g. bright, dull, etc. light required to see objects – explain (draw and label light sources)

YEAR 1 – HASS

ACHIEVEMENT STANDARDS (AC)	<p>By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.</p> <p>Students pose questions about the past and, familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.</p>	
HASS	<p>My changing life</p> <p><i>In this unit students will explore the following inquiry question:</i></p> <p>How has my family and daily life changed over time?</p> <p><i>Learning opportunities support students to:</i></p> <ul style="list-style-type: none"> • 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 	<p>My changing world</p> <p><i>In this unit, students:</i></p> <ul style="list-style-type: none"> • draw on studies at the personal and local scale, including familiar places, e.g. 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 to investigate a local place • reflect on learning to respond to questions about how places and their features can be cared for
ASSESSMENT	<p>Assessment task – My changing life</p> <p>To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</p>	<p>Assessment task – My changing world</p> <p>To conduct an inquiry to investigate places and their features at a local scale.</p>

YEAR 1 – DESIGN TECHNOLOGY

ACHIEVEMENT STANDARDS (AC)	<p>By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet a range of present needs. They list the features of technologies that influence design decisions and identify how digital systems are used.</p> <p>Students identify needs, opportunities or problems and describe them. They collect, sort and display familiar data from a range of sources and recognise patterns in data. Students record design ideas using techniques including labelled drawings, lists and sequenced instructions. They design solutions to simple problems using a sequence of steps and decisions. With guidance, students produce designed solutions for each of the prescribed technologies contexts. Students evaluate their ideas, information and solutions on the basis of personal preferences and provided criteria including care for the environment. They safely create solutions and communicate ideas and information face-to-face and online.</p>	
TECHNOLOGY	<p>Unit 3: It's Showtime</p> <p>Materials and technologies specialisations</p> <p>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.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> • 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 	
ASSESSMENT	<p><i>Portfolio</i></p> <p>Students design a character puppet with moving parts. Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe the purpose of puppets and how they meet the needs of users • identify features of materials • describe features of materials used when making puppets • link reasons for their choice to function of puppet • identify characteristics and properties of materials and puppet parts • describe purpose of puppet • identify appropriate materials • link feature of a material to purpose • select a purpose for a puppet 	

YEAR 1 – THE ARTS

ACHIEVEMENT STANDARDS (AC)	<p>By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.</p> <p>Students use the elements and processes of arts subjects to make and share artworks that represent ideas.</p>	
THE ARTS	<p>Visual Arts: Unit 5 – Reinventing Objects – Linked to Science Unit 1.</p> <p>In this unit, students explore processes of invention and imagination through found object sculpture or collage to communicate meaning and represent new ideas about change and sustainability.</p>	<p>Drama: Stories come to life</p> <p>In this unit, students make and respond to drama by using picture books as a stimulus as they bring them to life with voice, movement, soundscapes and improvisations for performance.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore role and dramatic action in dramatic play and improvisation • use voice, facial expression, movement, space and focus to imagine and establish role and situation • present drama that communicates ideas based on a picture book • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples
ASSESSMENT	<p>Visual Arts Assessment Task</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe artworks they make • describe artworks they view • describe where and why artworks are made and presented • make artworks in different forms to express their ideas, observations and imagination • make artworks using different techniques and processes. 	<p>Drama Assessment Task – Stories come to life</p> <p>To devise, perform and respond to drama using a picture book as stimulus.</p>

YEAR 1 – HEALTH AND PHYSICAL EDUCATION

ACHIEVEMENT STANDARDS (AC)	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.</p> <p>Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p>			
HEALTH & PHYSICAL EDUCATION	<p>Unit 3: We all belong</p> <p>Students recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.</p> <p>Students:</p> <ul style="list-style-type: none"> examine strengths and achievements and how they contribute to identity understand different ways to demonstrate respect understand how emotional responses influence their own and others' feelings explore ways to help themselves and others feel they belong practise strategies to be friendly and include others 	<p>Unit 1: A little independence</p> <p>In this, unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated.</p> <p>Students identify similarities and differences, and recognise how diversity contributes to identities.</p>	<p>Unit 4: My safety, my responsibilities</p> <p>Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p> <p>Students:</p> <ul style="list-style-type: none"> examine safe and unsafe situations and strategies to keep safe recognise and rehearse strategies that help keep them safe explore how responsibilities increase as they grow older examine situations where they may need to seek help from others recognise safety clues and rehearse strategies they can use to seek help 	<p>Unit 2: Good choices, healthy me</p> <p>In this unit, students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy.</p> <p>Students will describe how to keep themselves and others healthy in different situations.</p>
ASSESSMENT	<p>Collection of work</p> <p>Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise how strengths and achievements contribute to identities recognise how emotional responses impact on other's feelings 	<p>Assessment task: A little independence</p> <p>To describe changes that occur as students grow older and recognise how strengths and achievements contribute to identities.</p>	<p>Collection of work</p> <p>Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe changes that occur as they grow older select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems 	<p>Assessment task: Good choices, healthy me</p> <p>Students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.</p>