## TERM 3 CURRICULUM - YEAR 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Learning Area</th>
<th>Assessment Task</th>
<th>Awarded Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td><strong>Unit 5 &amp; 6: Retelling Cultural Stories &amp; Examining language of communication — questioning</strong>&lt;br&gt;In this unit, students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview. Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.</td>
<td>Assessment Tasks&lt;br&gt;- <strong>Oral</strong> - Create and present a character&lt;br&gt;- <strong>Short answer questions</strong> – Reading and listening comprehension&lt;br&gt;- Create and present a retell of a traditional or cultural story</td>
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<td><strong>MATHEMATICS</strong></td>
<td><strong>Unit 5:</strong>&lt;br&gt;In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.&lt;br&gt;Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:&lt;br&gt;- Number and place value - represent and record the fives number sequence, counting collections, represent and record two-digit numbers, identify and describe number relationships, flexible partitioning of two-digit numbers, partitioning numbers in more than two parts, represent, record and solve simple addition and subtraction problems&lt;br&gt;- Fractions and decimals - investigating wholes and halves&lt;br&gt;- Patterns and algebra - recall the ones, twos and tens counting sequences, explore number patterns, represent the fives number sequence&lt;br&gt;- Using units of measurement - comparing, measuring and recording lengths and capacity.</td>
<td>Assessment Tasks&lt;br&gt;- Interview - Book display&lt;br&gt;- Interview - Pantry puzzle</td>
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<td><strong>MATHEMATICS</strong></td>
<td><strong>Unit 6:</strong>&lt;br&gt;Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning - students have opportunities to develop understandings of:&lt;br&gt;- Using units of measurement - describe duration in time, tell time to the half hour&lt;br&gt;- Number and place value - recall, represent and record the ones, twos, fives and tens number sequence, identify number patterns, count collections, represent and record two-digit numbers, standard place value partitioning of two-digit numbers, identifying digit values, exploring doubling and halving, positioning and locating numbers on linear representations, representing, recording and solving simple subtraction problems&lt;br&gt;- Money and financial mathematics - recognise, describe, and order Australian coins according to their value&lt;br&gt;- Location and transformation - give and follow directions, investigate position, direction and movement.</td>
<td>Assessment Tasks&lt;br&gt;- Interview – A handful of beads&lt;br&gt;- Interview – On time&lt;br&gt;- Monitoring – Exploring giving and following directions</td>
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### SCIENCE
#### Unit 3 Changes around me
In this unit, students will describe the observable features of a variety of types of landscapes and skies. They will consider changes in the sky and landscape, in particular day and night, and the impact on themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.

**Assessment Tasks**
- Poster/multi-modal presentation - Student response to activity – Match objects and/or actions suited to sky and landscape conditions
- Monitoring - Student response to activity - Recorded observations and discussion
- Monitoring - Student response to activity - Represent the effects of changes on everyday life:

### GEOGRAPHY
#### Unit 1: How do people use places?
In this unit, students:
- draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops
- understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed', for example a building
- develop questions about places
- collect and record geographical data and information to identify and describe the natural, constructed and managed features of places
- collect and record geographical data and information to identify examples of how the features of places are used or described by people differently
- observe spaces within the school that are arranged for different activities or purposes
- represent and label spaces within a place on a pictorial map and describe using the language of direction and location
- respond to questions about the organisation of spaces within a place, including why spaces within a place are used for particular purposes.

**Assessment Tasks**
- Collection of Work - gathered from various learning experiences during the unit. Students will demonstrate their knowledge and skills in describing and representing features of local places.

### ART
#### Unit 2: In The Gallery
The approach an artist takes when using the art elements of colour and line help to communicate to an audience certain information and feelings. In the assessment, children apply this knowledge and understanding to create, explain, display and reflect upon a 2D portrait that expresses a particular feeling. They will create a class gallery to display their art works.

Children will respond to others’ works in the gallery by describing their initial impressions and personal interpretation of the artist’s use of visual arts elements.

**Assessment Tasks**
- Students create and display a 2D portrait using the visual arts elements of colour and line to express feelings. They reflect on their own work and the work of others.

### TECHNOLOGY
#### Unit 2: Day and Night Mobile
This is a themed Space unit including the Science and Technology.

Students will extend and further develop technology skills initiated in Semester 1 by designing and creating a day and night mobile using their Science knowledge.

**Assessment Tasks**
- Students create a Day and Night mobile following the design process

### HPE
#### Unit 3:
**Catch Me If You Can**
Kick it to me

**Assessment Tasks**
TBA

### MUSIC
#### Unit 3:
Students will continue to develop a repertoire of songs and rhymes. They will learn new rhythms, and be able to read, write and perform known songs/rhymes. This term, students will begin to play simple songs. Simple part work will also be introduced.

**Assessment Tasks**
- Create and perform an ostinato
- Sing a song, while keeping the beat and rhythm
- Map the contour of a song