



YEAR 1 TERM 4 CURRICULUM 2022

At Camira State School, we are committed to inspiring and empowering our school community to achieve their potential and shape our world. We implement the Australian Curriculum and deliver a strong academic curriculum, orientated towards mastery in literacy and numeracy. During Term 4 in Year 1, the following curriculum is explicitly taught:

| ENGLISH | MATHEMATICS | HASS | SCIENCE | TECHNOLOGY | THE ARTS | HEALTH & PHYSICAL EDUCATION |
|---|--|--|--|---|---|---|
| <p>Interacting with others</p> <p>Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers.</p> <p>Focused teaching:</p> <p>Reading</p> <ul style="list-style-type: none"> express preference for specific texts and gives reasons <p>Writing</p> <ul style="list-style-type: none"> create texts that show understanding of the connection between writing, speech and images provide details about ideas or events, and details about the participants in those events write simple sentences that include: <ul style="list-style-type: none"> what is happening (verbs) who or what is involved (noun) surrounding circumstances (adverb) use interesting verbs, adjectives and adverbs to state ideas, create vivid detail and construct simple sentences to enhance the retelling accurately spell high-frequency words and words with regular spelling patterns use capital letters, full stops and exclamation marks correctly use drawing software to create an image to match their retelling of a cultural story. <p>Speaking/Listening</p> <ul style="list-style-type: none"> make short presentation – retelling favourite cultural story speak clearly use appropriate volume and pace use formal terms of address – opening and closing statement <p>Assessment Task: Oral and written retell of a cultural story:</p> <p>To create and present a retelling of a traditional or cultural story.</p> | <p>Units 4 & 7</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count collections beyond 100, skip count in 1s, 2s, 5s and 10s, identify missing elements, describe patterns created by skip counting, identify standard place value partitions of 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, identify related addition and subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition and subtraction, solve addition and subtraction problems Patterns and algebra - investigate growing patterns, connect counting sequences to growing patterns Using units of measurement- compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal <p>Assessment Tasks: Cool calculations: Students carry out simple addition and subtraction problems.</p> <p>Measure to order: Students measure and order objects based on capacity using informal units.</p> | <p>My Changing Life</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> How has my family and daily life changed over time? <p>Students:</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>Assessment Task: My changing life: To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</p> | <p>Material Madness</p> <p>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.</p> <p>Students respond to and pose questions, and make predictions 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 predictions and with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.</p> <p>Assessment Task: Students describe the effects of the physical changes made to a material to make a ferry that floats. Students make a prediction, participate in a guided investigation and record and share observations.</p> | <p>Making a ferry boat</p> <p>Students will use their Scientific understanding about materials to create a ferry boat that is practical.</p> <p>Students will:</p> <ul style="list-style-type: none"> Create a ferry boat using appropriate materials. Students use their 5 senses to observe and describe the materials they choose to include in making their ferry boat. Students understand and are able to connect what they learnt in Science to their Technology work, to create a ferry boat that floats on water. <p>Assessment Task: Students design and create a ferry boat by asking and responding to questions about objects and materials.</p> | <p>MUSIC Music in our New World</p> <p>Students will:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in music that evokes stories sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community that tell a story <p>Assessment Task: Collection of work:</p> <ul style="list-style-type: none"> Students compose, perform and respond to music using the stimulus of different texts. <p>VISUAL ARTS What are you thinking?</p> <p>Students will:</p> <ul style="list-style-type: none"> explore how changes in facial features, style and form communicate emotion in artworks. explore the visual language of portraiture and self-portraiture in artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists, and use this to develop their own artworks. experiment with visual conventions (drawing, photography) and observation to create artworks to communicate emotion. <p>Assessment Task:</p> <ul style="list-style-type: none"> Students will explore the representation of emotions in portraiture through experimentation with a range of materials and techniques. | <p>HEALTH A little independence</p> <p>Students describe physical and social changes that occur as they grow. They recognise their own and others' strengths and achievements and discuss how these contribute to identities. Students recognise similarities and differences in individuals and groups.</p> <p>Students:</p> <ul style="list-style-type: none"> describe changes that occur as individuals grow older describe how family and community acknowledge changes recognise similarities and differences in individuals. identify factors that influence personal identities. <p>discuss how differences and similarities are celebrated and respected.</p> <p>Physical Education I'm a 'Balliever'</p> <p>In this unit, 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.</p> <p>Assessment Task: Students will perform the fundamental movement skills of two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in a variety of movement situations. They will test alternatives to solve large ball challenges and identify how the heart reacts to different physical activities.</p> |