



YEAR 1/2 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 1/2E, the following curriculum is explicitly taught:

ENGLISH	MATHEMATICS	HASS	SCIENCE	TECHNOLOGY	THE ARTS	HEALTH & PHYSICAL EDUCATION
<p>Exploring Plot and Characterisation in stories</p> <p>Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students will create a new imaginative narrative.</p> <p><u>Focused teaching:</u></p> <ul style="list-style-type: none"> • Elements of a narrative • Plot and characterisation • Constructing narrative events • Retell • Noun groups • Expression & fluency • Reading for meaning and self-correcting • Literal meaning • Sentence structure • Retell using details • Punctuation – full stops, capital letters • Editing texts <p><u>Assessment Tasks:</u> Multimodal narrative text: Students write a new imaginative narrative.</p> <p>Reading Comprehension: Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p>	<p>Year 1</p> <p>Student's develop understandings of: Unit 4: 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</p> <p>Unit 2: Using units of measurement - measure and order objects based on length.</p> <p>Unit 3: Using units of measurement - measure and order objects based on capacity.</p> <p>Unit 4: Fractions and decimals - identify one half</p> <p><u>Assessment Tasks:</u> Cool Calculations: Students carry out simple addition & subtraction problems.</p> <p>Measuring using informal units (Measure to Order): Students measure and order objects based on length and capacity using informal units.</p> <p>Find a half: Students to identify one half</p> <p>Year 2</p> <p>Student's develop understandings of: Unit 2: Location and transformation - identify and describe half and quarter turns; investigate the effect of one-step slides and flips with and without digital technologies.</p> <p>Unit 3: Measurement - compare and order objects, measure length, area and capacity using informal units.</p>	<p>Year 1- My Changing Life</p> <p><u>Inquiry question:</u></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><u>Assessment Task:</u> 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>Year 2 - Impacts of technology over time</p> <p><u>Inquiry question:</u></p> <ul style="list-style-type: none"> • How have changes in technology shaped our daily life? 	<p>Earth and Space</p> <p>Students will investigate Earth and Space by:</p> <ul style="list-style-type: none"> - Describing changes to their local environment - Understand how the sky and landscape can change - Understand how day and night occur - Identify that certain resources have different uses - Identify different uses of the Earth's resources and describe ways to conserve them <p><u>Assessment</u> Students will choose one of the Earth's resources to investigate and describe how humans use the resources, and ways that we can conserve the resource to become more sustainable.</p>	<p>Resources PowerPoint</p> <p>Students will:</p> <ul style="list-style-type: none"> - Use their Scientific knowledge to research a chosen Earth resource - Use their PowerPoint skills to produce a presentation that showcases their understanding of their chosen resource. <p><u>Assessment</u> Students will use PowerPoint to showcase their knowledge on their chosen Earths resource.</p>	<p>DRAMA Drama Stories from the Past</p> <p>In this unit, students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore role and dramatic action in dramatic play, improvisation and process drama about stories of family and friends • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about stories of family and friends to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples. <p><u>Assessment Task:</u> Students will respond to, devise and perform drama based on theme of memories.</p>	<p>HEALTH Message Targets</p> <p>In this unit, students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.</p> <p><u>Assessment Task:</u> Students examine the messages on cereal boxes to allow them to make good choices about their health. They examine health messages and describe how to keep themselves and others healthy and physically active.</p> <p>PHYSICAL EDUCATION Equipped to move</p> <p>In this unit, 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.</p> <p><u>Assessment Task:</u> Students perform movement sequences that incorporate the elements of movement, equipment and music.</p>

	<p>Unit 4: Number and place value - count to and from 1 000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems and count large collections.</p> <p>Unit 4: Fractions - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.</p> <p>Assessment Tasks: Explaining one-step transformations: To explain the effects of one-step transformations.</p> <p>Length, capacity and area: Students measure, compare and order several shapes and objects using uniform informal units.</p> <p>Counting, multiplying and dividing: Students count, model and represent numbers to and from 1 000 and represent multiplication and division by grouping into sets. To divide collections and shapes into halves, quarter and eighths and solve simple problems.</p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> investigate continuity and change in technology used in the home, for example, in toys or household products compare and contrast features of objects from the past and present sequence key developments in the use of a particular object in daily life over time pose questions about objects from the past and present describe ways technology has impacted on lives making them different from those of previous generations use information gathered for an investigation to develop a narrative about the past. <p>Assessment Task: Impacts of technology over time: To interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on lives over time.</p>				
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