Year One- Learning and Assessment Unit Work for Semester 1

The following highlights the Learning and Assessment expectations for Semester 1

In addition to Unit work, One Mile State School uses a comprehensive suite of diagnostic resources to help students achieve. Please engage with your teacher to find out more.

The below learning and assessment will be reported on in Semester 1 Report Cards

English	**Engaging with imaginative stories** Students engage with a range of texts that depict characters, settings and events.
	Assessment: **Speaking and Listening:** To share ideas and express an opinion about a character from a familiar imaginative text.
	Exploring and creating informative texts Students engage with a range of informative texts that report on and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts.
	Assessment: **Reading and Viewing:** To read, view and comprehend a simple informative text **Writing and Creating:** To create an informative text to report on a familiar topic.
Mathematics	**Term 1** **Number and Algebra** • demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others **Space** • use simple transformations, directions and pathways to move the positions of people and objects within a space **Statistics** • use simple surveys to collect and sort data, based on a question of interest • recognise that data can be represented in different ways • explain patterns in the results
	Assessment: Statistics - *Collecting, representing and discussing data*
Mathematics	**Term 2:** **Number and Algebra** • partition 1-digit numbers and 2-digit numbers • recognise patterns in numbers and extend knowledge of numbers beyond 2 digits • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers • use curiosity and imagination to explore situations and choose ways of representing thinking when communicating with others • quantify collections using skip counting

	Measurement • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events
	Assessment: Number - *Partitioning one- and two-digit numbers and solving addition and subtraction problems to 20* Time - *Comparing and ordering duration of time*
Science	**Living adventure -** Students make links between external features of living things & 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 & unhealthy habitats, & suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments & living things & they use science knowledge to recommend changes to improve habitats & care for the environment. They share observations using scientific & everyday language. **Assessment:** • Students describe changes in their local environment & how different places meet the needs of living things. Students respond to questions, make predictions & share their observations with others.
	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 & describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions & participate in guided investigations exploring the effects of making physical changes to materials & objects. They use a range of methods to sort information & collect & record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications & compare their observations with predictions. **Assessment:** • Rocking the Boat: 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, record and share observations.
HASS	**<u>My changing life</u>** Inquiry questions: How has my family & daily life changed over time? Students: • explore family structures & the roles of family members over time • recognise events that happened in the past may be memorable or have personal significance • identify & describe important dates & 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 & differences • respond to questions about the recent past • sequence & describe events of personal significance using terms to describe the passing of time • examine sources, such as images, objects & family stories, that have personal significance • share stories about the past.

	Assessment: To identify, describe & sequence personal & family events & describe continuities & changes in aspects of daily life over time. The assessment will gather evidence of the student's ability to: • identify & describe important changes in their own lives • sequence personal changes & family events in order • compare aspects of daily life in the recent past to the present • respond to questions about the recent past & present • use everyday terms denoting the passing of time • relate a story about the past.
The Arts	**In Media Arts, students:** • become aware of structure, intent, character and settings in ideas and stories • explore ideas and learn about composition, sound and technologies to construct stories
	• learn how their ideas can be communicated through selecting and organising the elements of media arts.
	Assessment: Students create and develop a folio of works in Media arts as assessment.
Technology	**Grow, grow, grow** Food and fibre production and Food specialisations Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food product from garden produce. Students apply processes and production skills, in: · investigating how food and fibre are grown to meet human needs · generating and developing design ideas for a functional growing environment · producing a simple drawing that represents their design · evaluating their design and presentation processes, using personal preferences · collaborating by working with others and managing by following sequenced steps for the project. **Assessment:** Design solutions to help a farmer. Make a sequence of steps using garden produce.
Health	**Good choices, healthy me** Students examine health messages related to the health benefits of physical activity, nutritious dietary intake & maintaining good personal hygiene habits to help them stay healthy. Students describe actions that keep themselves & others healthy in different situations. Students: • understand the meaning of being healthy • recognise situations & opportunities to promote health • understand the relationship between personal actions & being healthy • identify & explain actions related to health messages • recognise situations & opportunities to promote healthy choices • explore actions that help make their classroom a healthy & active place • identify & explore natural & built environments in their local community where physical activity can take place • understand how to use the decision- making steps to select & make healthy choices.
	Assessment: Short answer questions The assessment will gather evidence of the student's ability to: • examine messages related to health decisions & describe actions that help keep themselves & others healthy.
Physical Education	**Swimming- Term 1** Students participate in swimming lessons.
	Assessment: Students are assessed on swimming technique and water safety.

	Catch me if you can! – Term 2 Students identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. 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.
	Assessment: Observations and assessment of practical skills.

For further information: please contact your classroom teacher or specialist teacher.