



## Prep - Learning and Assessment Unit Work for Semester 2, 2021

### **The following highlights the Learning and Assessment expectations for Semester 2 2021.**

In addition to Unit work, One Mile State School uses a comprehensive suite of diagnostic resources to help students achieve. These resources help teachers form a picture of each child's developmental needs.

These may include:

Progressive Achievement Tests in Reading and Numeracy – completed online.

Reading Benchmarks – Running Records and individual reading conferences. (you may have heard this referred to as a reading level or number)

LEM Phonics program

Show Me – Maths testing following The Gympie Maths Alliance resources.

Various screening devices conducted when appropriate by support staff.

**The below learning and assessment will be reported on in Semester 2 Report Cards.**

English	<p><b>Interacting with others</b> Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>
	<p><b>Assessment:</b> Imaginative response – oral Students listen to and demonstrate knowledge of rhyme through written and spoken communication. Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.</p>
	<p><b>Responding to text</b> Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</p>
	<p><b>Assessment:</b> Writing and creating a response to a story Imaginative response – written Students write a letter to a main character from a familiar story and create a supporting image or illustration.</p>
Mathematics	<p><b>Students continue to develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole.</li> <li>• Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities.</li> <li>• Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events.</li> <li>• Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions."</li> </ul>
	<p><b>Assessment:</b> Interview/Observation Students answer simple questions to collect information and make simple inferences. Interview/observation Students connect events and days of the week, and explain the order and duration of events.</p>
	<p><b>Students continue to develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• Number and place value — count forwards and backwards from different starting points; represent quantities; compare quantities, match number names, numerals and quantities; identify parts in a collection; identify addition; join collections; represent addition experiences; make equal groups.</li> </ul>

	<ul style="list-style-type: none"> <li>Using units of measurement — directly and indirectly compare the mass, length and capacity of objects; directly and indirectly compare the duration of events.</li> <li>Location and transformation — describe position, describe direction.</li> </ul>
	<p><b>Assessment:</b>  Identifying numerals  Short answer questions  Students connect number names, numerals and quantities up to 10 and count to and from 20.</p>
<b>Science</b>	<p><b>Move it, move it</b>  Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p>
	<p><b>Assessment:</b>  Collection of work  Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p>
	<p><b>Weather Watch</b>  Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.</p>
	<p><b>Assessment:</b>  Students suggest how the weather affects themselves and other living things. They share observations about the weather.</p>
<b>HASS</b>	<p><b>My special places</b>  Inquiry questions:  What are places like and what makes them special?  Students:</p> <ul style="list-style-type: none"> <li>draw on studies at the personal scale, including places where they live or other places that are familiar to them</li> <li>understand that a 'place' has features and a boundary that can be represented on maps or globes</li> <li>recognise that what makes a 'place' special depends on how people view the place or use the place</li> <li>observe and represent the location and features of places using pictorial maps and models</li> <li>examine sources to identify ways that people care for special places</li> <li>describe special places and the reasons they are special to people</li> <li>reflect on learning to suggest ways they could contribute to the caring of a special place.</li> </ul>
	<p><b>Assessment:</b>  Collection of work  To identify, represent and describe the features of familiar places, and suggest ways to care for these places. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe features of familiar places</li> <li>recognise that places can be represented on maps and models</li> <li>observe the familiar features of places and represent these features and their locations on pictorial maps and models</li> <li>reflect on their learning to suggest ways to care for a familiar place</li> <li>share and compare their observations about a familiar place.</li> </ul>

<b>Design Technology</b>	<p><b>Move it!</b> Engineering principles and systems Students explore how technologies use forces to create movement in products. They design and make a moving puppet toy for a small child that is fun and easy to use. Students apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>investigating moving toys, and analysing how they are made and how they work</li> <li>generating and developing design ideas, and communicating these using simple drawings</li> <li>producing a functional product that appeals to the audience</li> <li>evaluating their design and production processes</li> <li>collaborating and managing by working with others and by sequencing the steps for the project.</li> </ul>
	<p><b>Assessment:</b> Portfolio</p> <ul style="list-style-type: none"> <li>Describe the purpose of simple, movable puppets and how they meet the needs of users.</li> <li>Identify the application of forces to create movement.</li> <li>Describe opportunities for designing a moving puppet and communicate design ideas using simple drawings.</li> <li>Follow sequenced steps to make a puppet and demonstrate safe use of tools and equipment.</li> <li>Evaluate ideas and designed solution based on personal preferences.</li> </ul>
	<p><b>Cultural dance</b> Students make and respond to dance by exploring dance from other countries and cultural groups as stimulus. Students:</p> <ul style="list-style-type: none"> <li>explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships)</li> <li>use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities</li> <li>present dance sequences that communicate new dance ideas to an audience</li> <li>respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.</li> </ul>
<b>The Arts</b>	<p><b>Assessment:</b> Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe the effect of the elements in dance they make, perform and view and where and why people from other countries and cultural groups dance</li> <li>make and perform dance sequences from other countries and cultures using the elements of dance, that demonstrate fundamental movement skills to represent ideas perform cultural dances safely to develop technical skills to communicate ideas to an audience.</li> </ul>
	<p><b>Family portraits</b> In this unit, students use digital manipulation to present alternative representations of family portraiture. Students will:</p> <ul style="list-style-type: none"> <li>explore contemporary family portrait representations in the form of digital collage combining representations of family members to communicate relationships</li> <li>experiment with abstraction and media technology (photographing, selecting, copying, pasting, moving, resizing, rotating, grouping and adding sound) to manipulate existing images</li> <li>present manipulated images in digital or print form to share understanding of generational relationships describe and discuss the representation of family relationships in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples to respond to meaning and visual language.</li> </ul>
	<p><b>Assessment:</b> Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>communicate about media artworks they make and view, and where and why media artworks are made make and share media artworks using story principles, composition, sound and technologies.</li> </ul>
<b>Music</b>	<p><b>Music in our New World</b> In this unit, students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.</p> <p><b>Assessment:</b> Composing – Students compose a body percussion accompaniment to a known story song (The Farmer in the Dell).</p> <ul style="list-style-type: none"> <li><b>Performing – Students perform a body percussion accompaniment and sing a simple song.</b></li> </ul>

Health	<p><b>I can do it!</b> Students will:</p> <ul style="list-style-type: none"> <li>• identify different settings where they can be active</li> <li>• describe actions that help keep them safe</li> <li>• recognise and name emotions people may experience in different situations</li> <li>• understand reasons for varying individual emotional responses in similar situations</li> <li>• practise using strategies to support trying and success when faced with challenges.</li> </ul>
	<p><b>Assessment:</b> Collection of work. Assessment may gather evidence of the students ability to:</p> <ul style="list-style-type: none"> <li>• identify and describe the different emotions people experience</li> <li>• identify different settings where they can be active and how to move and play safely.</li> </ul>
	<p><b>Looking out for others</b> Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings. Students:</p> <ul style="list-style-type: none"> <li>• explore different ways of communicating emotions including facial, physical and verbal expressions</li> <li>• understand how emotional responses may differ between people and in different situations</li> <li>• understand the personal and social skills that can be used to interact with others</li> <li>• practise working cooperatively and including others in group situations.</li> </ul>
	<p><b>Assessment:</b> Interview Students view stimulus pictures and respond verbally to questions. Assessment may gather evidence of the students ability to: identify and describe the different emotions people experience.</p>
Physical Education	<p><b>Ball Striking, Throwing and Catching</b> Students play modified games and activities involving bat and small ball games including throwing. Students play games including catching and evasion with a large ball. Games include striking a stationary ball with a bat, and underarm throwing to a target. Using a touch football, students develop skills including passing and catching, evading taggers and scoring a try.</p>
	<p><b>Assessment:</b> Practical assessment challenge and observation during unit.</p>
	<p><b>Swimming</b></p> <p><b>Students participate in swimming lesson in Term 4.</b></p>
	<p><b>Assessment:</b> <b>Students are assessed on swimming technique and water safety.</b></p>

**Email contact information**

**Classroom teachers:**

Prep T  
Kim Thompson [kthom359@eq.edu.au](mailto:kthom359@eq.edu.au)

Prep B  
Charmaine Bogna [cbogn2@eq.edu.au](mailto:cbogn2@eq.edu.au)

**Specialist Teachers:**

Music: Desley Meads [dmead12@eq.edu.au](mailto:dmead12@eq.edu.au)

Health and PE: Andrew Martin [amart94@eq.edu.au](mailto:amart94@eq.edu.au)

Arts: Julia Tidy [jtidy7@eq.edu.au](mailto:jtidy7@eq.edu.au)

