



Year One- 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>Retelling cultural stories Students listen to, read, view & interpret picture books & stories from different cultures. They write, present & read a retelling of their favourite story to an audience of peers.</p>
	<p>Interacting with others Examining the language of communication — questioning Students listen to, read, view & interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, & discuss their choices in an interview.</p>
	<p>Assessment: Multimodal presentation Students create & present a retelling of a traditional or cultural story.</p> <p>Informative response – oral Students create a new character for a familiar story & discuss choices in an interview.</p>
	<p>Creating digital procedural texts Students listen to, read, view & interpret traditional & digital multimodal texts, to explore the language features & text structures of procedural texts in imaginative & informative contexts. They create a digital multimodal procedure from a literary context. Students explore a series of picture books with persuasive features & create a digital multimodal innovation of an imaginative text that includes persuasion.</p> <p>Assessment: Multimodal procedure Multimodal presentation Students create a digital multimodal procedure, combining & connecting written, visual & spoken elements.</p>
Mathematics	<p>Students continue to develop understandings of:</p> <ul style="list-style-type: none"> • Number & place value — recall, represent and, count collections; position & locate numbers on linear representations; represent & record two-digit numbers; identify digit values; flexibly partition two-digit numbers; demonstrating understanding of place value (tens and ones); partition numbers into more than two parts; adding single & two-digit numbers; represent, explore doubling & halving; record & solve simple addition & subtraction problems. • Money & financial mathematics - recognise, describe, & order Australian coins according to their value. • Patterns & algebra — recall the ones, twos & tens counting sequences, identify number patterns, represent the fives number sequence. • Using units of measurement — compare & measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe durations in time, tell time to the half hour; represent times on digital & analog clocks. • Shape — identify & describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects. • Location & transformation - give & follow directions; investigate position, direction & movement.

	<p>Assessment: Students measure & order objects based on length & capacity using informal units.</p> <p>Explaining duration & telling time Short answer questions Students explain time durations & tell time to the half hour.</p> <p>Understanding number sequences & recognising Australian coins Short answer questions Students describe number sequences resulting from skip counting by 2s, 5s & 10s. Count to & from 100, locate numbers on a number line & recognise Australian coins according to their value.</p>
	<p>Students continue to develop understandings of:</p> <ul style="list-style-type: none"> • Number & place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s & 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals & number names for two-digit numbers; position & 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; use compatible numbers to ten to add, describe addition & subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition & subtraction; solve addition & subtraction problems mental strategies for addition & subtraction problems; recall addition & subtraction number facts. • Fractions & decimals — identify one half. • Patterns & algebra - describe & represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition & subtraction, represent addition & subtraction number patterns. • Chance — identify the chance of events occurring, predict outcomes of familiar events. • Data representation & interpretation — ask suitable questions to collect data, collect & represent data. <p>Assessment: Identifying one half Students identify representations of one half. Making inferences from collected data Students collect data by asking questions, draw & describe data displays & make simple inferences. Adding & subtracting counting strategies Students carry out simple addition & subtraction.</p>
<p>Science</p>	<p>Changes around me Students describe the observable features of a variety of landscapes & skies. They consider changes in the sky & landscape & the impact of these changes on themselves & other living things. Students represent observable features & share ideas with others about changes in the sky & landscapes & how they affect everyday life.</p> <p>Assessment: Multimodal presentation Students describe objects & events that they encounter in their everyday lives. They describe changes in their local environment. They respond to questions & sort & share observations.</p> <p>Exploring light & sound Students explore sources of light & sound. They manipulate materials to observe how light & sound are produced, & how changes can be made to light & sound effects. They examine how light & sound are useful in everyday life. They respond to & ask questions. They make predictions & share observations, comparing their observations with predictions & with each other. They sort observations & represent & communicate their understandings in a variety of ways.</p> <p>Assessment: Experimental investigation Students participate in a guided investigation designing an instrument that makes sound & describe the effects of interacting with it. They sort objects according to criteria & share observations with others.</p>
<p>HASS</p>	<p>My changing world Inquiry questions: What are the features of my local places & how have they changed? Students:</p> <ul style="list-style-type: none"> • draw on studies at the personal & local scale, including familiar places, for example, the school, local park & local shops • recognise that the features of places can be natural, managed or constructed • identify & describe the natural, constructed & managed features of places • examine the ways different groups of people, including Aboriginal peoples & Torres Strait Islander peoples,

	<p>describe the weather & seasons of places</p> <ul style="list-style-type: none"> represent local places using pictorial maps & describe local places using the language of direction & location respond to questions to find out about the features of places, the activities that occur in places & the care of places collect & record geographical data & information, such as observations & interviews to investigate a local place reflect on learning to respond to questions about how features of places can be cared for. <p>Assessment: To investigate a local place to identify & describe its features, the activities that occur there, how the place changes & ways to care for it. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the features of familiar places & identify changes to the features of places recognise that people describe the features of places differently respond to questions about places collect & interpret data & information from observations & sources provided represent the location of different places & their features on labelled maps & describe direction & location reflect on their learning to suggest ways to care for places.
The Arts	<p>Cultural dance 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"> 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) use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities present dance sequences that communicate new dance ideas to an audience 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.
	<p>Assessment: Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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 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.
	<p>Family portraits In this unit, students use digital manipulation to present alternative representations of family portraiture. Students will:</p> <ul style="list-style-type: none"> explore contemporary family portrait representations in the form of digital collage combining representations of family members to communicate relationships experiment with abstraction and media technology (photographing, selecting, copying, pasting, moving, resizing, rotating, grouping and adding sound) to manipulate existing images 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.
Design Technology	<p>Assessment: Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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.
	<p>It's ShowTime! Materials and technologies specialisations Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts. Students apply processes and production skills, in:</p> <ul style="list-style-type: none"> investigating materials, technologies for shaping and joining, and how designs meet people's needs generating and developing design ideas producing a puppet that meets the design brief evaluating their design and production processes

	<ul style="list-style-type: none"> collaborating and managing by working with others and by sequencing the steps for the project. <p>Assessment: Portfolio</p> <p>Students design a character puppet with moving parts. Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the purpose of puppets and how they meet the needs of users identify features of materials describe features of materials used when making puppets link reasons for their choice to function of puppet identify characteristics and properties of materials and puppet parts describe purpose of puppet identify appropriate materials link feature of a material to purpose select a purpose for a puppet.
Health	<p>Good choices, healthy me</p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> 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 consider health messages when making health decisions & selecting healthy actions recognise situations & opportunities to make healthy decisions understand how to use the decision- making steps to make healthy choices.
	<p>Assessment:</p> <p>Short answer questions</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> examine messages related to health decisions & describe actions that help keep themselves & others healthy.
	<p>We all belong</p> <p>Students recognise how strengths & achievements contribute to identities. Students identify & practise emotional responses that reflect their own & others' feelings. They examine & demonstrate ways to include others in activities & practise strategies to help them & others feel they belong.</p> <p>Students:</p> <ul style="list-style-type: none"> examine strengths & achievements & how they contribute to identity understand different ways to demonstrate respect understand how emotional responses influence their own & others' feelings explore ways to help themselves & others feel they belong practise strategies to be friendly & include others.
	<p>Assessment:</p> <p>Collection of work</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise how strengths & achievements contribute to identities recognise how emotional responses impact on other's feelings.
Music	<p>Different Places</p> <p>In this unit, students explore a range of songs, rhymes and chants based on the theme of different places as stimulus for music making and responding.</p> <p>Assessment:</p> <p>Composing – Students compose a phrase of music about a place.</p> <p>Performing – Students sing and play on chime bars a short phrase of music.</p>

Physical Education	Ball Striking, Throwing and Catching Students play modified games and activities involving a bat, small ball games, throwing, catching and evasion with a large ball. These include; striking a stationary ball with a bat, under and overarm throwing to a target, and catching. With a touch football these include; passing and catching, evading taggers and scoring a try.
	Assessment: Assessment: practical assessment challenge and observation during unit
	Swimming Students participate in swimming lesson in Term 4.
	Assessment: Students are assessed on swimming technique and water safety.

Email contact information

Classroom teachers:

1M
Sandy Morley smor18@eq.edu.au

1T
Ammi Bentley akben1@eq.edu.au

Specialist Teachers:

Music: Desley Meads dmead12@eq.edu.au

Health and PE: Andrew Martin amart94@eq.edu.au

Arts: Julia Tidy jtidy7@eq.edu.au

