

**Year 1, Semester 2 Key Learning Area Overview**

Learning Area	Overview of Content	Assessment
English	<p><b>Term 3</b>  <b>Personal Preference</b>                      Students listen to, read, view and interpret spoken, written and multimodal literary texts to help them identify character qualities in texts and write a persuasive text explaining their personal preference for a character or book, including reasons. Students explore how authors use adjectives to describe physical appearance and actions and interactions with other characters to infer and create character traits. They will read, discuss and compare a variety of picture story books from which they make a choice of their personal preference for a character.</p> <p>To support students writing development they engage in explicit handwriting sessions and activities on how to use punctuation (capital letters and full stops), nouns (name of a person, place or thing), verbs (actions words), adjectives (describing words) and adverbs (describing the verb e.g. quickly, slowly).</p> <p>Students continue to participate in activities to develop their reading skills through, sight words, synthetic phonics, guided reading, home reading and Monty reading time. They continue to practice applying a variety of reading strategies to more complex and unfamiliar texts. Students build an understanding of how to infer information from what they have read.</p>	<p><b>Written &amp; Oral: Character Preference</b>                      Students select a familiar story in which they know the characters well. They write a short 'Who am I?' text about their favourite character, describing their traits. Students demonstrate their understanding of personal preference by including adjectives (looks like, acts like, feels like) and examples from the text about their chosen character to justify their opinion.</p> <p><b>Reading: Making Connections</b>                      Students make connections to personal experience when explaining characters and main events in texts.</p> <p><b>Reading: Reading Fluency and Comprehension</b>                      Students read aloud and respond orally to comprehension questions.</p>
	<p><b>Term 4</b>  <b>Recounts</b>                      Students listen to, read, view and interpret spoken, written and multimodal Fairy Tale texts. They create a story board, sequencing the main events. Students use their story boards to present an oral recount of a familiar text, to peers.</p> <p>To support students writing development they engage in explicit handwriting sessions using the Casey Caterpillar Handwriting Program. They also participate in activities on how to use punctuation (capital letters and full stops), nouns (name of a person, place or thing), verbs (actions words), adjectives (describing words) and adverbs (describing the verb e.g. quickly, slowly).</p>	<p><b>Spoken: Recount a familiar story</b>                      Students create a story board, identifying the main events of a familiar story. Using their story boards, students present their recount to peers.</p> <p><b>Reading:</b> Students read aloud and respond orally to comprehension questions.</p>
Maths	<p><b>Term 3</b>                      Students further develop their understandings of place value by exploring numbers to 100. They recognise, model, read, write, partition and order these numbers and investigate and describe counting patterns with concrete materials making connections to skip counting. Students count collections to 100 by partitioning numbers (breaking them up into parts) using place value. They engage in challenging problems developing strategies, checking their thinking and create informal and formal</p>	<p>Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Ongoing teacher observations</li> <li>• Student work samples</li> <li>• Problem solving investigations reflecting real life contexts</li> <li>• Fluency tasks</li> </ul>

	<p>representations for addition and subtraction operations. They begin early multiplication by representing numbers in arrays and groups.</p> <p>Students gather, record and represent data using basic tables and graphs. They learn to interpret simple data and make inferences from it.</p> <p>Students measure and compare the lengths and capacities of pairs of objects using uniform informal units. They tell time to the half-hour.</p> <p>Students explore and describe the likelihood of an event occurring using the chance terms 'possible' and 'impossible', 'certain' and 'uncertain', as well as 'will', 'won't' or 'might' happen.</p>	
	<p><b>Term 4</b> Students further develop their understandings of place value by exploring numbers to 100 and beyond. They recognise, model, read, write, partition and order these numbers and investigate and describe counting patterns with concrete materials making connections to skip counting. Students count collections to 100 and beyond by partitioning numbers (breaking them up into parts) using place value. They engage in challenging problems developing strategies, checking their thinking and create informal and formal representations for addition and subtraction operations.</p> <p>Students recognise Australian coins and their value.</p> <p>Students engaged in activities to assess their knowledge of three-dimensional (3D) shapes and objects using their obvious characteristics.</p>	<p>Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Ongoing teacher observations</li> <li>• Student work samples</li> <li>• Problem solving investigations reflecting real life contexts</li> <li>• Fluency tasks</li> <li>• Short answer response assessments which may be digital or paper based.</li> </ul>
Science	<p><b>Term 3</b> <b>Chemical Sciences – Spot the Difference</b> Students learn about and participate in class discussions about materials that make up everyday objects and the properties that they are made from. They investigate a number of everyday objects and record their findings on an observation sheet.</p>	Students investigate a number of everyday objects and how they can change when hot or cold.
	<p><b>Term 4</b> <b>Biological Science – Animal Habitats</b> Students learn about the needs of living things. They describe the external features of animals and their habitat and how these help them to meet their needs.</p>	<b>Model: Animal Habitat</b> – Students choose a living animal and create a habitat in the form of a mini world that would support the needs of the living thing to allow it to survive. Students respond to questions verbally and attach to their mini world.
HASS	<p><b>Geography – My Changing World</b> Students draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops. They recognise that the features of places can be natural, managed or constructed. Students identify and describe the natural, constructed and managed features of places. They examine the ways different groups of people, including Aboriginal peoples and Torres Strait</p>	Students are assessed on their ability to respond to questions about unfamiliar places and to identify and describe the features of places. They also create a pictorial map of a familiar location and describe ways to care for places.

	<p>Islander peoples, describe the weather and seasons of places.</p> <p>Students represent local places using pictorial maps and describe local places using the language of direction and location. They respond to questions to find out about the features of places, the activities that occur in places and the care of places. Students collect and record geographical data and information, such as observations to investigate a local place. They reflect on learning to respond to questions about how places and their features can be cared for.</p>	
Technologies	<p><b>Digital Technologies</b></p> <p>Students learn the importance of keeping private information safe. They identify appropriate information that can be shared on social media. Students demonstrate their understandings of this through the creation of 2 profile pages about themselves. Their 1<sup>st</sup> version includes data that may be shared in a safe and familiar environment such as the classroom while the 2<sup>nd</sup> version contains information that is safe to be shared digitally.</p> <p>Students design a sequence of steps using Scratch Jr to solve a simple problem. Students use tables to record data collected in Science and HASS investigations.</p>	<p>Students complete two profiles. One profile includes data that may be shared in a safe and familiar environment such as the classroom while the second profile contains information that is safe to be shared digitally.</p> <p>Students complete a student survey, record data and present results in graph and pictorial form for presenting to a target audience.</p>
The Arts	<p><b>Term 3 and 4</b></p> <p><b>Visual Arts</b></p> <p>Students observe and explore images of landscapes to discover their purpose. They observe different styles of landscapes and analyse the art elements used. Students explore making landscapes and experiment with different mediums to learn about different art elements and styles.</p> <p>Students explore their imaginations through sculpture. They experiment with different mediums to learn sculpting techniques and learn about shape, form, and texture.</p>	<p><b>Visual Arts</b></p> <p>Students explain where and why artworks are made.</p> <p>Students create two original artworks inspired by the Dreamtime Story, Tiddalick. Artworks include a mixed media landscape and a sculpture of a character.</p>
	<p><b>Term 3</b></p> <p><b>Drama</b></p> <p>Students demonstrate improvisation through the dramatic tale of 'Tidalick' the frog, an Indigenous story. This includes elements of drama, such as role, situation and focus. Children will describe what happens in their performances they make and view.</p>	<p><b>Drama</b></p> <p>Students devise an improvisation scene from the tale of 'Tidalick'. Students respond to the drama 'Tidalick' and identify where and why this drama is made, through a character interview and character profiling.</p>
	<p><b>Term 4</b></p> <p><b>Dance</b></p> <p>Students will partner for an animal dance demonstration. They will identify what locomotive and non-locomotive moves they included in their piece. Students will consider time, space relationships and safe dance practices, in their performance.</p>	<p><b>Dance</b></p> <p>Students identify what locomotive and non-locomotive dance moves they performed in their animal dance. They identify how they used those movements in relation to the relationship of the dance.</p>
Health and Physical Education	<p><b>Term 3</b></p> <p><b>Health</b></p> <p>Students will learn about how to select and apply strategies to keep themselves and others, healthy</p>	<p><b>Health Assessment - Collection of work:</b> Students participate in and games demonstrating strategies</p>

	<p>and safe. Through role play, games and activities will practice being able to ask for help with tasks or problems.</p> <p><b>Movement</b> Students participate in a variety of different activities in which they will have opportunities to demonstrate fundamental movements and apply these in different situations.</p>	<p>that they can use to keep themselves and others safe.</p> <p><b>Movement Assessment</b> Observation of students participating in activities, demonstrating fundamental movements.</p>
	<p><b>Term 4</b> <b>Health</b> Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations</p> <p><b>Movement</b> In this unit, students will develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They will explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games.</p>	<p><b>Health Assessment</b> Students examine messages related to sun safe health decisions. They will create a health message describing how to keep themselves and others healthy, sun safe and physically active.</p> <p><b>Movement Assessment</b> Students demonstrate dodging and running skills and test alternatives to evade others or objects in tagging games. Students demonstrate strategies to work in small groups and play fairly during tagging games.</p>