

Learning Area Term Overview

Year 1/2 Term 4 2020

Assessment

English

Reading, writing and performing poetry

In this unit, students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students create and present their own poem.

Assessment task — Writing and presenting poetry

Assessment task — Reading and comprehension (based on imaginative and/or informative texts) to be implemented at least once throughout the year when deemed appropriate by the teacher.

Mathematics

YEAR 1

Number and place value

Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts

Using units of measurement

Measure and compare the lengths and capacities of pairs of objects using uniform informal units

Shape

Recognise familiar two-dimensional shapes and three-dimensional objects using obvious features

Chance

Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'

YEAR 1 – ASSESSMENT

Assessment task — Knowing numbers to 100 and identifying one half

Assessment task — Recognising Australian coins

YEAR 2

Number and place value

- Recognise and represent multiplication as repeated addition, groups and arrays
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations
- Explore the connection between addition and subtraction
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies

Patterns and algebra

Solve problems by using number sentences for addition or subtraction

Using units of measurement

- Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units
- Compare masses of objects using balance scales

Shape

- Describe and draw two-dimensional shapes
- Describe the features of three-dimensional objects

Chance

Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'

YEAR 2 ASSESSMENT

Assessment task — Knowing numbers to 1 000 and dividing

Assessment task — Recognising the value of money

Science	<p>Toy factory</p> <p>In this unit, students will understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>	<p>Designing a toy <i>Experimental investigation</i></p> <p>Students design a toy that will move with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas</p>	
	<p>HASS - Geography</p> <p>What is the story of my place?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on representations of the world as geographical divisions and the location of Australia understand that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another develop questions about places use a globe or maps to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local scale (town, rural area or city), regional scale, national scale or region-of-the-world scale use a globe, map or other geographical tool to locate and name the continents, oceans, Equator, and North and South Poles collect and record geographical data and information, such as observations and photographs to identify examples of how places are defined by different groups represent connections between places by constructing a map and using symbols describe the location and direction of a place. 	<p>Collection of work <i>Portfolio</i></p> <p>Students will identify, describe, interpret and represent geographical information about places.</p>	
HPE	Health	<p>Stay safe</p> <p>In this unit In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p>	<p>Stay safe <i>Collection of Work</i></p> <p>Students describe changes as they grow older. Students identify emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems.</p>
	Movement	<p>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>Equipped to move <i>Practical</i></p> <p>Students perform movement sequences that incorporate the elements of movement, equipment and music.</p>
Design and Technologies	<p>Spin it!</p> <p>In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy.</p>	<p>Spin it! <i>Portfolio</i></p> <p>Students create a spinning toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing, evaluating and managing.</p>	