

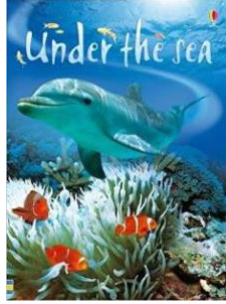










YEAR ONE Yearly Overview Updated March 2021

	Term 1	Term 2	Term 3	Term 4
English	<p>Language, Literature and Literacy</p>  <p><i>This unit will focus on building upon the skills and knowledges students have learned in the Prep Year of school. Explicit teaching of Early Literacy Skill Acquisition. An emphasis on building phonemic and phonological awareness will occur. Students will participate in modelled, shared, guided and independent reading and writing tasks daily.</i></p> <p><i>My Fantastic, Elastic Brain and several other shared texts based on mindset will be used as a springboard to generate modelled, shared, guided and independent reading, listening, speaking, writing and creating learning tasks that are integrated across the TMSS Health & Well-being and Emotional Intelligence programs.</i></p> <p><u>Diagnostic & Formative Assessment</u> – PM Benchmark, High Frequency Words (Reading & Writing), Writing Sample, observations, consultations and samples of work</p> <p><u>Summative Assessment</u> – Written Response to a text</p>	<p>Literary Texts –Aye Aye Captain</p>  <p><i>This unit incorporates a variety of literary texts.</i></p> <p><i>Students will read, view and listen to a variety of narrative texts. They will analyse the structure of a narrative, language features (noun groups) and identify character traits.</i></p> <p><i>Students will identify and sequence the main events (beginning-middle-end) in short texts written by authors and peers. They will share their crafted written pieces with the class group and teacher for feedback and will develop personal writing goals.</i></p> <p><u>Diagnostic Assessment</u> – PM Benchmark, High Frequency Words (Reading & Writing), Writing Sample, Words Their Way Test</p> <p><u>Summative Assessment</u> – Written Description</p>	<p>Informative and Recount – Under the Sea</p>  <p><i>This unit links with the literary unit which students were studying in Term Two. Students will compare literary texts studied in term two, with informative texts. Students will read, view and listen to a variety of information reports and recounts. Student will analyse the structure of these genres as well as the language features. An incursion with “Ocean Stars” is a key component of this unit.</i></p> <p><u>Diagnostic & Formative Assessment</u> – PM Benchmark, High Frequency Words (Reading & Writing), Writing Sample, observations, consultations and samples of work</p> <p><u>Summative Assessment</u> – Information Report (graphically organised, oral presentation)</p>	<p>Persuasive – Pigeon Texts</p>  <p><i>Students will read, view and listen to a variety “Pigeon” texts. Student will analyse how language can be used to persuade audiences. Students will create a storyboard to persuade the audience to let Pigeon do the desired activity.</i></p> <p><u>Diagnostic & Formative Assessment</u> – PM Benchmark, High Frequency Words (Reading & Writing), Writing Sample, observations, consultations and samples of work</p> <p><u>Summative Assessment</u> – Persuasive storyboard</p>
Maths	<p>Term 1 Maths <i>Students will work mathematically within the three content strands: Number and Algebra, Measurement & Geometry and Statistics & Probability. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> Fractions & Decimals Measurement Data Representation & Interpretation <p>Assessment for number is ongoing</p>	<p>Term 2 Maths <i>Students will work mathematically within the content strands: Number and Algebra. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught ant apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> Number & Place Value Patterns & Algebra <p>Assessment for number is ongoing</p>	<p>Term 3 Maths <i>Students will work mathematically within the content strand: Number and Algebra. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught ant apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Numeracy rotations will commence this term.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> Number & Place Value Money & Financial Mathematics Patterns & Algebra <p>Assessment for number is ongoing</p>	<p>Term 4 Maths <i>Students will work mathematically within the two content strands: Number & and Algebra and Measurement & Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught ant apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Numeracy rotations will continue this term.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> Number & Place Value Patterns & Algebra Measurement Shape <p>Assessment for number is ongoing Summative Assessment: Measurement Task, “What Shape am I” riddle</p>



Science	<p>Earth & Space Sciences Students learn about quick and slow changes that take place in the sky and landscape, caused by the Sun, clouds, weather and seasons. They investigate changes that occur naturally over time in landscapes by observing what happens in a garden left unattended for several weeks. Students compare natural changes to landscapes with changes caused by human impact. They also ask Year 3 experts to explain to them what causes night and day.</p> 	<p>Physical Sciences – Bangers and Shakers Students explore sources of sound, how sound is produced and how it travels. They develop an understanding of how sound is made by vibrations and moves as a wave. Students learn what causes loud and soft sounds as well as changes in pitch. They describe ways that people use sound and apply their knowledge to design and construct a noise maker to play to the class.</p> 	<p>Chemical Science – Change Mysteries Students take on the role of kitchen scientists as they discover how food ingredients can be physically changed by beating, whipping, warming and cooling. They learn how these changes can alter the properties of food and whether they can be reversed. Students identify the physical changes associated with making jelly.</p> 	<p>Biological Science – The Perfect Pet Students explore the external features of pets from the large (vertebrate) and small (invertebrate) animal groups to understand how their features help them to obtain their needs from their habitats. They compare the habitats built for pets in homes to natural habitats found in the environment and understand that changes to either can affect the welfare of the animals. They choose the best type of pet to keep at school and design a healthy habitat.</p> 
	Humanities and Social Sciences	<p>HASS - History Fun in the past Students will investigate the differences and similarities between their daily lives and life during the early 1900's. They will explore family traditions, leisure time and communication methods. Students will understand terms that indicate time (long ago, old and new etc). Students will participate in a planned "History Day". In this unit, students will investigate the following question: How can we show that the present is different from or similar to the past?</p> 		<p>HASS – Geography A Walk Through Town Students will explore natural, man-made and built features in their local place (Main St). They will participate in a 'walk down Main St' to build their knowledge of these features. During the walk, students will identify changes in places and how to care for places. Students will identify key locations on a map of Main St and describe how to get to places using everyday positional language.</p>
Visual Art		<p>Art Portfolio Students will complete a number of works to be presented in their Art Portfolio. Students will experiment with and use different materials and techniques to produce a number of works. Visual Conventions - texture and shapes. Techniques - collage and mixed media. Students will use and experiment with different materials, techniques, technologies and processes to make artworks. They will explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture. As they make and respond to artworks, students explore meaning and interpretation, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why. <u>Assessment</u> – Portfolio of Artworks</p>		<p>Collage, 2D and 3D Art Portfolio Students explore 2D, 3D and collage art techniques. Students will use and experiment with different materials, techniques, technologies and processes to make artworks. They will explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture. As they make and respond to artworks, students explore meaning and interpretation, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why. Assessment Art Portfolio</p>
	Music	<p>Beat and No beat/Rhythm Assessment: Write and perform 4 x 4 beat charts Listening: steady beat tests Performing: improvising on G and E Creating: improvising mirror movements with partners to steady beat/ no steady beat music</p>	<p>Pitch and Tempo A: Pitch Assessment: Listening: matching mostly high or mostly low pitch patterns in music Performing: using C-C', copy short phrases Pitch testing Creating: in partners, using instruments, creating pitch questions using high and low C B: Tempo Assessment: Odd One Out Listening: marking fast and slow music samples and pictures Performing/creating : using the body and dance, respond to changes in tempo in recorded music</p>	<p>Dynamics and Tone A: Dynamics Assessment: Writing: using the signs for loud and soft on pictures with matching music Playing: conduct patterns with different dynamics Listening: mostly loud and soft patterns in music- matching Performing: using short melodic patterns, copy short phrases with appropriate dynamics and rhythms Creating: develop different signals for dynamics playing in a circle B: Tone Colour Assessment: Selmer Listening: matching instrument sounds to their pictures Performing: selecting instruments to repeat short phrases with appropriate instruments Creating: develop different accompaniments using appropriate instruments</p>



Dance/Drama			<p>Introduction to Dance: <i>Exploring The Elements of Dance</i> (6 Weeks)</p> <p>Students will participate in a variety of activities as they explore the basic elements of dance. They will work independently, in pairs and in small groups as they investigate how BASTE (Body, Action, Space, Time and Energy) are the fundamental concepts and vocabulary that help to develop movement skills and understand dance as an artistic practice.</p> <p>Assessment – Observations</p>	
Design Technology	<p>Sidecar</p> <p>Students design, plan and build a sidecar to carry their pet using recyclable materials</p>		<p>Diorama</p> <p>Students will investigate what is required in a habitat to ensure the survival of an ocean animal. Students will plan and construct a diorama of a habit by selecting appropriate resources, techniques and tools.</p> <p>Assessment</p> <p>Habitat Diorama</p>	
PE	<p>Locomotor, Cross Country & Fitness</p> <p>In this band students develop opportunities to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.</p> <ul style="list-style-type: none"> • Locomotor skills including: Running, jogging, changing speeds, animal movements and balancing. • Non locomotor skills including twisting, using hula hoops and reaching. • Fitness components with continuous running and skipping. 	<p>Large Ball Skills</p> <p>In this band students develop opportunities to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.</p> <ul style="list-style-type: none"> • Use fundamental moving skills to move the body in multiple ways. • Hand/foot to eye co-ordination. • Enhance and practice team work. • Understand movement of different objects. 	<p>Catch Me If You Can</p> <p>In this band students develop opportunities to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.</p> <ul style="list-style-type: none"> • Use fundamental moving skills to move the body in multiple ways. • Enhance and practice team work. • Increase skills of evading other class mates. 	<p>Ball Games & Skills</p> <p>In this band students develop their knowledge and skills of various ball games to create a base for team sports in later years. They will continue to build on positive ways to interact with others and demonstrate fundamental movement skills while solving movement challenges.</p> <ul style="list-style-type: none"> • Large ball skills in team situations. Eg: Tunnel ball, over and under & Captain Ball • Throwing and catching smaller balls Eg: tennis ball throws to self and beanbag throw to a partner, dropped catch drop. • Tennis / cricket balance and hit, ball & cup • Scoop and ball throw, Egg and spoon.

