

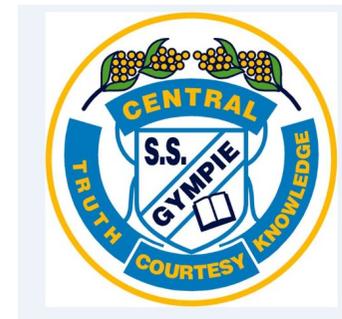
Term 4 Year 1/2 Curriculum Snapshot

Our vision is for all students to be:

- successful learners;
- confident and creative individuals;
- independent, self-directed
- active and informed citizens

Our values:

- Be a Learner
- Be Responsible
- Be Safe



We believe that all students can learn and achieve. Student learning occurs when;

- learning is inclusive, integrated, engaging, relevant and purposeful;
- language is developed and consistent across the curriculum;
- learning experiences are challenging to develop critical and creative thinkers;
- data is used to inform teaching and planning;
- differences are recognised and valued; and
- a safe and supportive learning environment is provided.

Our School Priority

A school wide improvement in writing including teacher knowledge, student performance and moderation.

English Stories of Families and Friends

In this unit students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.

Assessment task— Students create a new narrative about family relationships and/or friendships for a familiar animal character (Year 2 and modified for Year 1).

Science All Mixed Up

In this unit, students learn about materials that don't mix well, and others that are difficult to separate. Through hands-on investigations, students explore how changing the quantities of materials in a mixture can alter its properties and uses.

Assessment task - Students will investigate the changes to objects when they are combined. (Year 2 and modified for Year 1).

Health and Physical Education (HPE) Our Culture and What's your Target?

Health - In this unit students explore what shapes their own, their family and classroom's identity. They will examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students will explore the importance of celebrating who they are and respecting each other's differences.

Assignment/Project - Students read about a day in the life of Tanji and Monty and complete a table about their identities. They identify own and others' strengths and achievements and create a personal picture book (Year 2 and modified for Year 1).

Physical Education - In this unit, students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).

Assessment Practical Task—Students demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).

Humanities and Social Sciences (HASS) People and Places

In this unit students will explore what places are like and what makes them special. They will recognise the features of places and collect data about observations of a local place.

Assessment Task— Students investigate places and their features at a local scale. (Year 1 and Year 2).

Mathematics

Number and place value - recall, represent and count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; add single and two-digit numbers; represent, record and solve simple addition and subtraction problems (Yr 1). Count to and from 1 000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems and count large collections (Yr 2).

Patterns and algebra - recall the ones, twos and tens counting sequences; identify number patterns; represent the fives number sequence (Yr 1).

Identify the threes counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems (Yr 2).

Money and financial mathematics - recognise, describe and order Australian coins according to their value (Yr 1).

Fractions and decimals - identify one half (Yr 1). Identify halves, quarter and eighths of shapes and collections (Yr2).

Using units of measurement - identify purposes for calendars and explore seasons and calendars (Yr 2).

Assessment Tasks— Understanding Number Sequences (Yr1), Identifying One Half (Yr 1).

Identifying number patterns (Yr 2), Using a calendar to identify dates, months and seasons (Yr2), Counting, multiplying and dividing (Yr2).

Technologies Handy Helpers

Digital Technologies—In this unit, students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.

Assessment Task— Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.

The Arts (Mrs Greer) Cultural Dance

Dance — In this unit, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.

Assessment collection of work— Students respond to, choreograph and perform dance that represents a group.

High Expectations- These four questions guide our intentional approach to improving the progress of students.

How are our students doing?

How do we know?

What are we doing to improve students' learning?

How do we know when it's working?