

YEAR ONE Curriculum Overview Term 2 2022



PEDAGOGICAL FRAMEWORK Gradual Release of Responsibility



1	2	3
What am I learning?	Why am I learning this?	How will I know that I have learnt it?

ENGLISH – Procedure (Weeks 1-8)	ENGLISH – Poetry and Presentation (T2 Weeks 9-10 and T3 Weeks 1-2)	MATHEMATICS	SCIENCE	HUMANITIES AND SOCIAL SCIENCES
<p>1 Students write a procedural text on how to make an Australian animal for your habitat diorama.</p> <p>2 To know and understand that a procedural text gives instructions on how to make something.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Identify the animal (title) • Identify parts of an animal (labelled picture) • List the appropriate materials used to make the animal (what I need) • Sequence steps to make the animal (steps) • Read and write procedural texts to identify structure and language features 	<p>1 Students listen to, read, recite and perform Haiku poems to explore sound patterns.</p> <p>2 To deepen our understanding, appreciate poetry and develop confidence with presentation skills.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Read, recite and perform haiku poems • Use volume, facial expressions, pace and gestures to add meaning to poetry performance • Use actively listen and contribute to performances • Use appropriate vocabulary to create short presentations 	<p>1 Students develop knowledge of counting number patterns, addition and subtraction, fractions and shapes.</p> <p>2 To improve our mathematical knowledge and our ability to solve problems which will help us in everyday life.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Describe number sequences resulting from skip counting by 2s and 5s • Carry out simple additions and subtractions using counting strategies • Partition of numbers using place value • Count to and from 100 • Identify representations of one half • Describe two-dimensional shapes • Describe three-dimensional objects 	<p>1 Students understand and describe how different places meet the needs of living things. They understand and describe changes in a local environment.</p> <p>2 To understand that science helps people care for environments and living things.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Identify the features of plants and animals and how it is used • Identify and consider the needs and how it is met for living things in different habitats • Compare differences in healthy and unhealthy habitats • Predict what can happen to living things in an unhealthy habitat • Recommend changes to care for and improve habitats 	<p>1 Students explore how aspects of day life have changed or remained the same over recent time.</p> <p>2 To understand that daily life is constantly changing and the future could look very different to daily life now.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Respond to questions about the recent past. • Explain how some aspects of daily life have changed over recent time while others have remained the same.
<p>THE ARTS – Music – Specialist Teacher</p> <p>1 Students consolidate their musical skills through rhymes, songs, instruments (marimba, ukulele, djembe), media. They will experience games as a stimulus for music making and responding.</p> <p>2 To develop aural skills, improvise and arrange musical patterns.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Sing songs and play instruments. • Describe where and why people make music. <p>THE ARTS – Visual Arts – Specialist Teacher</p> <p>1 Students explore how Aboriginal and Torres Strait Islander people create artworks using paint and dot painting techniques. They will explore how symbols are used in these paintings to depict areas of landscape and human activities.</p> <p>2 To learn how different cultures use artworks to express their ideas, observations and imagination using different techniques and processes.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Experiment with dot painting techniques. • Learn how to use symbols to represent ideas. 	<p>TECHNOLOGIES</p> <p>1 Students will draw on their knowledge from Science to design, create and evaluate a habitat diorama using recycled materials.</p> <p>2 To understand and apply the design process when creating and evaluating your Australian habitat diorama.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Follow the design process to plan and create an Australian Habitat. • Plan their design using simple labelled drawings and lists of materials. • With guidance, evaluate their own designed solutions. • Communicate design ideas to a familiar audience. 	<p>HEALTH</p> <p>1 Students identify, practise and demonstrate collaborative learning skills.</p> <p>2 So that we can interact positively with others through collaboration.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Identify, practise and demonstrate collaborative skills through: <ul style="list-style-type: none"> ○ Contributing ideas ○ Listening skills ○ Coaching skills ○ Praising skills 	<p>PHYSICAL EDUCATION – Specialist Teacher</p> <p>1 Students participate in a variety of games and activities to improve and develop body and spatial awareness and fundamental movement skills with a focus on running technique and hurdles.</p> <p>2 To improve and refine movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.</p> <p>3 Students will:</p> <ul style="list-style-type: none"> • Create and perform movement sequences when demonstrating correct techniques for running and jumping over hurdles while running. 	
				<p style="text-align: center;">SPECIAL EVENTS</p> <ul style="list-style-type: none"> • Nudgee Beach excursion 20, 21 April • ANZAC Day Commemoration 22 April • ANZAC Day Public Holiday 25 April • Labour Day Public Holiday 2 May • Mother's Day Stall 5 May • School Photos 9 May • Under 8's Day 16 May • Connect with Heritage excursion 31 May, 2 June • Sports Morning 6 June • Last Day of Term 24 June