

2020 Year 1 Curriculum Overview – Ipswich Central State School

	English	Mathematics	Science	HASS	Health	Physical Activity	Design and Technologies	Digital Technologies	The Arts
TERM TWO	<p>Engaging with poetry</p> <p>Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems. Fractions and decimals — investigate wholes and halves, partition to make equal parts Money and financial mathematics — explore features of Australian coins. Patterns and algebra — investigate and describe repeating and growing patterns, connect counting sequences to growth patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns Using units of measurement — describe the duration of an hour, explore and tell time to the hour. Shape — Investigate the features of three-dimensional objects & two-dimensional shapes, & describe two-dimensional shapes & three-dimensional objects. Location and transformation — explore and describe location, investigate and describe position, direction and movement, interpret directions. 	<p>Material madness</p> <p>Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.</p>	<p>My changing life <i>Continued from Term 1</i></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> How has my family and daily life changed over time? <p>Students:</p> <ul style="list-style-type: none"> explore family structures and the roles of family members over time recognise events that happened in the past may be memorable or have personal significance identify and describe important dates and changes in their own lives compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences respond to questions about the recent past sequence and describe events of personal significance using terms to describe the passing of time examine sources, such as images, objects and family stories, that have personal significance share stories about the past. 	<p>Our culture</p> <p>Students explore what shapes their own, their family and classroom's identity. They examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students explore how different strengths and achievements are recognised and celebrated.</p> <p>Students:</p> <ul style="list-style-type: none"> recognise the influences that shape personal, family and classroom identities examine how different characteristics make people, families and classrooms unique recognise similarities and differences between individuals and within a group identify the feelings people experience when included in groups and excluded from groups recognise that people have different strengths and achievements recognise ways to show respect towards others' similarities and differences. 	<p>They keep me rolling</p> <p>Students demonstrate fundamental movement skills during activities using scooter boards.</p> <p>Students:</p> <ul style="list-style-type: none"> develop scooter board safety rules and practices develop movement skills to manoeuvre a scooter board in different situations apply scooter board skills in collaborative games develop personal and social skills required to interact positively with others in collaborative games apply and refine scooter board skills in scooter board challenges apply personal and social skills required to interact positively with others in partner challenges. 	<p>Rocking the boat</p> <p>Problem/ Need/ Opportunity: Problem</p> <p>Context: Materials and technologies specialisations</p> <p>Designed solution: Product</p> <p>Design question: How might we transport items across water?</p> <p>Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> investigating materials, technologies for shaping and joining, and how designs meet people's needs generating and developing design ideas producing a puppet that meets the design brief evaluating their design and production processes collaborating and managing by working with others and by sequencing the steps for the project. 		<p>Visual Arts</p> <p>What are you thinking? <i>Continued from Term 1</i></p> <p>Students explore how changes in facial features, style and form communicate emotion in portraiture. Students:</p> <ul style="list-style-type: none"> explore the visual language of portraiture in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (drawing, photography) and observation to create self-portraits to communicate emotion display artworks and share ideas about emotive visual language choices they made in their artworks describe and interpret emotion in self-portraiture. <p>Music</p> <p>Students communicate about the music they listen to, make and perform and where and why people make music.</p> <p>Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

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TERM THREE	<p>Explaining how a story works</p> <p>Students listen to, read and view a range of picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar cultural story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> 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; adding single and two-digit numbers; represent, explore doubling and halving; record and solve simple addition and subtraction problems. Money and financial mathematics - recognise, describe, and order Australian coins according to their value. Patterns and algebra — recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence. Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe durations in time, tell time to the half hour; represent times on digital and analog clocks. Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects. Location and transformation - give and follow directions; investigate position, direction and movement. 	<p>Exploring light and sound</p> <p>Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.</p>	<p>My changing world</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> What are the features of my local places and how have they changed? <p>Students:</p> <ul style="list-style-type: none"> draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops recognise that the features of places can be natural, managed or constructed identify and describe the natural, constructed and managed features of places examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places represent local places using pictorial maps and describe local places using the language of direction and location respond to questions to find out about the features of places, the activities that occur in places and the care of places collect and record geographical data and information, such as observations and interviews to investigate a local place reflect on learning to respond to questions about how features of places can be cared for. 	<p>Stay safe</p> <p>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 will explore 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>Students:</p> <ul style="list-style-type: none"> understand their personal responsibility in staying safe understand how to stay safe in the wider community recognise the clues that can be used to recognise safe and unsafe situations understand the emotions they feel in response to safe and unsafe situations identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary examine sun safe strategies to promote their own health, safety and wellbeing. <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p>	<p>Ropes and rhymes</p> <p>Students perform long rope skipping sequences to rhymes. They identify how their body responds to physical activity.</p> <p>Students:</p> <ul style="list-style-type: none"> develop and refine skipping skills and sequences investigate the heart's reaction to physical activity. 		<p>Digital Technologies Handy Helpers</p> <p>Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>Students:</p> <ul style="list-style-type: none"> recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems work independently and with others to create and organise ideas and information, and share these with known people in safe online environments. 	<p>Music</p> <p>Students communicate about the music they listen to, make and perform and where and why people make music.</p> <p>Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

