



**KENMORE SOUTH
STATE SCHOOL
Year 1 Overview Term 3**

	Unit Overview	Assessment
ENGLISH	<p>Exploring characters in stories Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</p>	<p>Character description <i>Informative response – written</i> Students create a character description using writing and images.</p>
MATHS	<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>Measuring using informal units <i>Practical</i> Students measure and order objects based on length and capacity using informal units.</p> <p>Explaining duration and telling time <i>Short answer questions</i> Students explain time durations and tell time to the half hour.</p> <p>Understanding number sequences and recognising Australian coins <i>Short answer questions</i> Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line and recognise Australian coins according to their value.</p>
SCIENCE	<p>Changes around me Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p>	<p>Exploring sky and land <i>Multimodal presentation</i> Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment. They respond to questions and sort and share observations.</p>
HASS	<p>My changing life Inquiry questions: <ul style="list-style-type: none"> How has my family and daily life changed over time? In this unit, students: <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>	<p>My changing life To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time. The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> identify and describe important changes in their own lives sequence personal changes and family events in order compare aspects of daily life in the recent past to the present respond to questions about the recent past and present use everyday terms denoting the passing of time relate a story about the past.
HPE	<p>We all belong Students recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others’ feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong. Students: <ul style="list-style-type: none"> examine strengths and achievements and how they contribute to identity understand different ways to demonstrate respect understand how emotional responses influence their own and others’ feelings explore ways to help themselves and others feel they belong practise strategies to be friendly and include others. </p>	<p>Collection of work Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> recognise how strengths and achievements contribute to identities recognise how emotional responses impact on other’s feelings.
MUSIC	<p>During this term, students will use prior knowledge of concepts learnt over the first Term including rhythms Ta, Ti-ti and Za. Students will be learning to read, write, listen to and say four-beat rhythms. Students will perform on an un-tuned percussion instrument ‘Bee Bee Bumble Bee’. They will begin to learn basic solfa hand signs for So, Mi and La and apply to known song ‘Snail Snail’. Students will continue to develop their singing voice and use dynamics (high and low) and expression whilst singing in whole class activities and small groups.</p>	<p>Oral Sings known song ‘Snail Snail’ using their singing voice in groups of 2 or 3, to the class.</p> <p>Performance Performs rhythm of ‘Bee Bee Bumble Bee’ on an un-tuned percussion instrument.</p>