



SPRINGFIELD CENTRAL STATE SCHOOL
YEAR 1
2021
TERM 4 OVERVIEW



Learning Area	CONTENT	ASSESSMENT
ENGLISH	<p>CREATING DIGITAL PROCEDURAL TEXTS</p> <p>In this unit, students listen to, read, view and interpret traditional and multimodal texts to explore the language features and text structures of procedural texts. They will create a digital multimodal procedure from a literary context.</p>	<p>Reading Comprehension Task</p> <p>Create a digital procedure</p>
MATHS	<p>Number and place value</p> <ul style="list-style-type: none"> ▪ count collections beyond 100 ▪ skip count in ones, twos, fives and tens ▪ identify missing elements in number sequences ▪ describe patterns created by skip counting ▪ identify standard place value partitions of two-digit numbers ▪ position and locate two-digit numbers on a number line ▪ partition a number into more than two parts ▪ explain how the order of joining parts does not affect the total ▪ identify compatible numbers to 10 ▪ identify related addition and subtraction facts ▪ subtract a multiple of ten from a two-digit number ▪ identify unknown parts in addition and subtraction ▪ solve addition and subtraction problems ▪ use standard and nonstandard partitioning of two-digit numbers ▪ model numbers with a range of materials ▪ develop and refine mental strategies for addition and subtraction problems <p>Fractions and decimals</p> <ul style="list-style-type: none"> ▪ identify a half ▪ halving and doubling collections/quantities <p>Patterns and algebra</p> <ul style="list-style-type: none"> ▪ investigate growing patterns ▪ represent addition and subtraction number patterns <p>Using units of measurement</p> <ul style="list-style-type: none"> ▪ compare and sequence familiar events in time order/length <p>Location & Transformation</p> <ul style="list-style-type: none"> ▪ give and follow directions ▪ investigate position, direction and movement <p>Chance</p> <ul style="list-style-type: none"> ▪ classify events based on chance ▪ identify the chance of events happening <p>Data representation and interpretation</p> <ul style="list-style-type: none"> ▪ ask suitable questions and collect and organise data 	<p>Diagnostic Assessment (pre-test)</p> <p>Cool Calculations: Adding and subtracting using counting strategies.</p> <p>Dipping into data: Making inferences from collected data</p> <p>Find a Half: Identifying one half</p> <p>Diagnostic Assessment (post-test)</p>
SCIENCE	<p>LIGHT AND SOUND</p> <p>In this unit, 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 is 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 communicate their understandings in a variety of ways.</p>	<p>Guided Investigation</p>
GEOGRAPHY	<p>MY CHANGING WORLD</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> ▪ draw on studies at the personal and local scale, including familiar places, e.g. the school, local park ▪ 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, to investigate a local place ▪ • reflect on learning to respond to questions about how places and their features can be cared for. 	<p>Research: students conduct an inquiry to investigate places and their features at a local scale.</p>

PROGRAM ACHIEVE	<p><u>PERSISTENCE</u> Students are working towards the goals of:</p> <ul style="list-style-type: none">▪ Trying hard when encountering difficult material▪ Staying with difficult tasks until they are completed <p><u>RESILIENCE</u> Students are working towards the goals of:</p> <ul style="list-style-type: none">▪ Remaining calm in confronting or challenging situations.▪ Calms down in a reasonable period of time when very upset▪ * Always bouncing back to work or play.	Monitoring & Observation
--------------------	--	--------------------------