



# Mansfield State School Curriculum Overview Year 1 - 1/26 Term 3 2023



## Mathematics

In this unit, students will:

- **Number and place value** - interpret number representation, sequence number values, develop fluency with multiplication fact families, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations.
- **Patterns and algebra** - recall the 1s, 2s and 10s counting sequences; identify number patterns; represent the 5s number sequence.
- **Money and financial mathematics** - recognise, describe and order Australian coins according to their value.
- **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 duration in time, tell time to the half hour, represent times on digital and analogue clocks.
- **Location and transformation** - give and follow directions; investigate position, direction and movement.

**Assessment:** Students will explain time durations and tell the time to the half hour, describe number sequences resulting from skip counting by 2s, 5s and 10s, count to and from 100, locate numbers on a number line and measure length and capacity using informal units.

## The Arts – Music (Semester Unit) *Specialist Teacher*

In this unit, students will compose, perform and respond to music about different places.

**Assessment:** In pairs, students will compose a phrase and matching rhythms and perform their composition to the class. Students will also communicate about where and why people make music.

## The Arts – Visual Arts

In this unit, students will explore how visual language can be used to communicate and relate to mood and feelings.

**Assessment:** - Students will make and respond to artworks that show connections between weather and feelings.

## English

### Exploring informative texts

In this unit, students will:

- listen to, view and read a range of texts to comprehend
- compare the text structures and language features of imaginative and informative texts
- create an informative text with a supporting image.

### Assessment:

#### Productive:

Students will create an informative text with a supporting image.

#### Receptive: Reading and Comprehension

Students will read a text aloud and respond orally to comprehension questions.

## Science - Biological Sciences

### Living Adventure

In this unit students will:

- make links between external features of living things and the environments in which they live,
- consider how the needs of living things are met in a variety of habitats,
- compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met,
- understand that science helps people care for environments and living things,
- use science knowledge to recommend changes to improve habitats and care for the environment,
- share observations using scientific and everyday language.

### Assessment:

Students will describe how a habitat meets the needs of a living thing and how changes in habitats might affect living things.

## Health and Physical Education

### Movement and Physical Activity *Specialist Teacher*

Students will explore fundamental movement skills while using scooter boards, and work collaboratively with partners to solve team-based scooter board challenges. Students will also learn to move around obstacles and work collaboratively in tagging games.

**Assessment:** Students will manoeuvre a scooter board along different pathways and through a range of obstacles. Students will work collaboratively with partners to solve team-based scooter board and tagging game challenges.

### Personal, Social and Community Health – Stay safe

In this unit, students will explore safe and unsafe situations, examine the safety clues that can be used in situations, identify the emotions they feel in response to safe and unsafe situations, consider different aspects of sun safety and how they can promote their health, safety and wellbeing.

**Assessment:** Students will describe changes as they grow older, identify how emotional responses impact on others' feelings and select and apply strategies to keep themselves safe.

## Humanities and Social Sciences

### My Changing Life

In this unit students will explore the following inquiry question:

*How has my family life changed over time?*

Learning opportunities support students to:

- 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.

### Assessment:

Students will describe and sequence an important event. Respond to questions about the event and sequence a personal retell about the event.



## Digital Technologies – Ozobots *Specialist Teacher*

Students will code Ozobots developing their understanding of patterns and algorithms.

**Assessment:** Students will design solutions to simple problems using a sequence of steps and decisions.