



# Learning Update #4

Year 1      Term 4      Teaching and Learning – here's what's happening in class

<p><b>ENGLISH – ‘Creating Procedural Texts’</b>          Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language features and text structures of procedural texts in imaginative and informative contexts. Students create a presentation of a procedure from a literary context.</p>	<p><b>English – Assessment</b>  <b>Assessment:</b> <i>Multimodal:</i> Students create a multimodal procedure, combining and connecting written, visual and spoken elements.  <b>Assessment 2:</b> <i>Reading Comprehension:</i> PM Benchmark standardised test</p>
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<p><b>MATHEMATICS</b>          Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands – <i>Understanding, Fluency, Problem solving</i> and <i>Reasoning</i> students have opportunities to develop understandings of the topics of <i>Number and place value, Using units of measurement, Chance, and Data representation and interpretation.</i></p>	<p><b>Mathematics – Assessment</b>  <b>Assessment 1: Demonstrating concepts 3;</b>  <i>Format: Written short answer test;</i> Students complete questions to demonstrate their understanding of number, addition and subtraction, money, time and measurement, months of the year, shape and direction.</p>
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<p><b>SCIENCE: ‘Exploring Light &amp; Sound.’</b>          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><b>Science – Assessment</b>  <i>Experimental investigation</i>          Students participate in a guided investigation designing a toy that makes sound and describe the effects of interacting with it. They sort objects according to criteria and share observations with others.</p>
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**HASS (Humanities and Social Sciences) – ‘My changing world’ continued**  
 Inquiry question: *What are the features of my local places and how have they changed?*  
 Students draw on studies at the personal and local scale, including familiar places. They recognise that the features of places can be natural, managed or constructed.

**HPE (Health): ‘A Little Independence’**  
 Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum. Students also identify safety strategies when working in *Daniel Morcombe* personal safety lessons, using the age-appropriate terms for private body parts in keeping safe.

**HPE (Physical Activity) – ‘Catch me if you can!’ & ‘Tadpole Tales’**  
 Students participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others. Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations.

**THE ARTS (Dance) – ‘Dancing Characters’**  
 Students respond to dance by exploring sequences and movements together.

**THE ARTS (Music) – ‘Musical Stories’**  
 Students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories. Students understand and use the elements of music. They use the concept of beat as they clap, sing and play, and listen for how many sounds occur on any one beat in simple time. Students perform the rhythmic pattern of known songs.

**Design Technologies – ‘We live in a digital world’**  
 Students investigate a variety of digital systems that are used in their home and school environments, identifying the specific features and outlining their use in everyday life. Students will use this knowledge to solve a everyday problem.