



# Stafford Heights State School Curriculum Overview Term 1, 2021—Year 1/2A

## Maths

**Year 1**—Students develop understandings of:

**Number and place value** — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction and explore commutativity.

**Using units of measurement** — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units

**Chance** — describe the outcomes of familiar events

**Data representation and interpretation** — ask a suitable question for gathering data, gather, record and represent data.

**Year 2**—Students develop understandings of:

**Number and place value** — count collections in groups of ten; represent two-digit numbers; read and write two-digit numbers; connect two-digit number representations; partition two-digit numbers; use the twos, fives and tens counting sequence; investigate twos, fives and tens number sequences; represent addition and subtraction; use part-part-whole relationships to solve problems; connect part-part-whole understanding to number facts; recall addition number facts; add strings of single-digit numbers; add two-digit numbers; represent multiplication and division; solve simple multiplication and division problems

**Using units of measurement** — order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units

**Chance** — identify everyday events that involve chance; describe chance outcomes; describe events as likely, unlikely, certain, impossible

**Data representation and interpretation** — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.

## English

### **Exploring how a story works**

In this unit students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.

## The Arts

### **Drama—Poetry alive**

This semester, students will make and respond to drama by exploring ways that ideas in poetry can be a stimulus for dramatic action. They will create and perform drama with growing understanding of elements of drama such as: role, situation and focus. Students will participate in a variety of drama games, practice improvisation, learn to identify elements of drama and explain where and why there is drama.

### **Media Arts—Family Portraits**

This semester, students will use digital manipulation to present alternate representations of family portraiture.

### **Music—I beat my Drum**

This term, students will explore the rhythmic nature of words through speech and develop their feeling for beat through chanting and playing rhythmically. Beginning with the chant 'When I Get Mad I Beat My Drum', students then explore expressing a variety of emotions through chanting and playing rhythms. They will imitate and experiment making their own music using voice and percussion. Students will sing, move and respond to a variety of styles of music, considering how emotion relates to music.

## Science

### **Living adventure**

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

## Health and Physical Education

### **Health—A little Independence**

Students describe physical and social changes that occur as they grow. They recognise similarities and differences in individuals and groups.

### **Movement—Tadpole tales**

Students develop aquatic skills and swimming strokes. Students perform aquatic skills in a sequence that incorporates the elements of movement.

## HASS

### **Semester 1—Present Connection to places**

Inquiry questions:

How are people connected to their place and other places?

In this unit, students 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.

## LOTE

Students will be introduced to the distinctive features of the Chinese language. They will become familiar with the tone-syllable nature of it and its characters and learn how to write, read and understand the Chinese language.

## Technologies

### **Design and Technology—It's showtime!**

This semester, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a shadow puppet with moving parts to use in a show.