

Year 1 GTMJ's Term 1 2024



Poetry

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	English	Subject	Poetry
Technique	Poetry Recital		
Purpose	To perform a recitation or reading of a poem for a familiar audience. Answer questions about their opinion of their poem and poetry text structure.		

	Applying	Connecting	Working With	Exploring	Beginning
Listening and Speaking	<p>Interacts using appropriate language with others, makes relevant comments and asks questions, actively listens to poetry and takes an active role by volunteering ideas and opinions. Creates a presentation of a spoken poem.</p>	<p>Interacts using appropriate language with others, makes relevant comments and actively listens to poetry. Creates a presentation of a spoken poem.</p> <p>Actively: To stay on topic</p>	<p>Interacts with others and listens to poetry and creates a presentation of a spoken poem.</p>	<p>Interacts with others and listens to poetry.</p>	<p>Listens to poetry.</p>
	<p>Retells a familiar poem Shares ideas and expresses opinions about a poem using a small number of details from learnt topics within poetry and using words including 'because' to give a preference and exploring comparative words to express the degree of preference.</p> <p>Comparative: adjectives E.g. "This poem is better/faster because..."</p>	<p>Retells a familiar poem Shares ideas and expresses opinions about a poem using a small number of details from learnt topics within poetry and using words including 'because' to give a preference.</p> <p>E.g. "I like the poem because it rhymes."</p>	<p>Retells a familiar poem. Shares ideas and expresses opinions about a poem using a small number of details from learnt topics within poetry.</p> <p>Learnt topics: rhyme, rhythm, repetition, alliteration</p>	<p>Retells a familiar poem Shares ideas about a poem.</p>	<p>Shares an idea about a poem.</p>
	<p>Uses language features including topic-specific vocabulary and varies features of voice, including appropriate volume, tone, pitch, pace for emphasis to engage, and have an impact on, their audience.</p> <p>Impact: The audience responds without prompting with wonderment and awe.</p>	<p>Uses language features including topic-specific vocabulary and features of voice, including appropriate volume, tone, pitch, pace for emphasis to engage their audience.</p> <p>Engage: active listening, poetry snapping</p>	<p>Uses language features including topic-specific vocabulary and features of voice</p> <p>- volume, and pace.</p>	<p>Uses everyday language and a feature of voice.</p>	

Year 1 GTMJ's Term 1 2024



Playing Around

Student		Teacher	
Learning area	Science	Subject	Physical Science: push and pull HASS: special place
Purpose			
Students will describe the features (natural, managed and constructed) of the Aura environment and how they are able to care for this special place. Through this, they will describe the push and pull forces of the playgrounds located throughout Aura. They will complete an investigation of how an object moves or changes shape when pushed down a slide.			

		A	B	C	D	E
Knowledge and Understanding	Physical Sciences	Describes how different pushes and pulls (in terms of strength and direction) change the motion and shape of objects in a playground and predicts the effect of these forces on objects. (Part D)	Describes how different pushes and pulls change the motion and shape of objects in a playground, predicts the effect of these forces on objects. (Part D)	Describes how different pushes and pulls change the motion and shape of objects in a playground. (Part D)	Describes how pushes and pulls change the motion of objects.	Describes pushes and pulls on objects.
	Questioning and predicting	Poses questions to explore observations, simple patterns and relationships between push and pull forces and make predictions based on experiences about playgrounds. (Part D)	Poses questions to explore observations, simple patterns and between push and pull forces and make predictions based on experiences about playgrounds. (Part D)	Poses questions to explore observations and make predictions based on own experiences about playground forces. (Part D)	Poses a question to explore an observation and attempts to make a prediction about a playground.	Makes a statement about a playground.
Science Inquiry	Planning and conducting			Follows safe procedures to make and record observations at playgrounds. (Part D)	With guidance, follows safe procedures to make and record observations at playgrounds.	With support, follows safe procedures to make and record observations at playgrounds.
	Processing, modelling and analysing			Uses provided tables and organisers to sort and order data and information and, with guidance, represent patterns, showing push and pull forces at Aura and TPC playgrounds. (Part D)		
	Evaluating	With guidance, compares own and others observations with predictions, considers if investigations are fair and identifies further questions. (Part D)	With guidance, compares own observations with predictions, considers if investigations are fair and identifies further questions. (Part D)	With guidance, compares observations with predictions and identifies further questions. (Part D)	With guidance, compares an observation with a prediction and identifies a question.	With support, identifies a question.
	Communicating	In a variety of settings, uses everyday and scientific vocabulary to communicate observations, findings and ideas. (Part D)	Uses everyday and scientific vocabulary to communicate observations, findings and ideas. (Part D)	Uses everyday vocabulary to communicate observations, findings and ideas. (Part D)	Uses vocabulary to communicate observations.	Makes statements about an observation.

Year 1 GTMJ's Term 1 2024



Playing Around

Student		Teacher	
Learning area	HASS	Subject	Physical Science: push and pull HASS: special place
Purpose			
Students will describe the features (natural, managed and constructed) of the Aura environment and how they are able to care for this special place. Through this, they will describe the push and pull forces of the playgrounds located throughout Aura. They will complete an investigation of how an object moves or changes shape when pushed down a slide.			

	A	B	C	D	E
Knowledge and Understanding	Identifies the location on a map with directions to be followed when moving from one place to another (Part A) and a variety of natural, managed and constructed features of the Aura community (Part A), the ways the Aura environment has changed (Part B), and who and how it can be cared for by a variety of people, including First Nations Australians (Part B).	Identifies the location on a map and a variety of natural, managed and constructed features of the Aura community (Part A), the ways the Aura environment has changed (Part B), and who and how it can be cared for by different groups of people (Part B).	Identifies the location and nature of the natural, managed and constructed features of the Aura community (Part A), the ways the Aura environment has changed, and how it can be cared for by people (Part B).	Identifies the location and features of the Aura community, a way the Aura environment has changed and how I can care for it.	Identifies the location and a feature of the Aura community and how I can care for it.
Skills	Develops questions about people and places, using question stems (Part C). Collects, sorts and records information about the Aura environment, through labelled maps (Part A) and observation sketches using provided sources.	Develops questions about people and places, collects, sorts and records information about the Aura environment (Part C), through labelled maps (Part A) and observation sketches using provided sources.	Develops questions and collects, sorts and records information about the Aura environment through maps (Part A/C) and observation sketches using provided sources.	With guidance, develops questions and collects, sorts and records information about the Aura environment through an observation sketches.	With support, develops a question about the Aura environment and collects information.
	Interprets information about the Aura environment and discusses perspectives, using comparative language and field work observations to answer questions (when, where, what, how and why questions) (Part B).	Interprets information about the Aura environment and discusses perspectives, using comparative language (Part B).	Interprets information about the Aura environment and discusses perspectives (Part B).	Interprets information about the Aura environment.	With support, interprets information about the Aura environment.
	Using collected information, draws conclusions and make proposals, providing reasons to improve and influence a positive future for the Aura community (Part C).	Using collected information, draws conclusions and make proposals to improve the Aura community (Part C).	Draws conclusions and make proposals to improve the Aura community (Part C). Shares observations about the Aura community, drawing on sources and incorporating subject-specific terms (natural, managed and constructed) (throughout semester).	Draws a conclusion and makes a proposal to improve the Aura community. Shares observations about the Aura community.	With support, draws a conclusion about the Aura community and shares an observation about the Aura community.

Year 1 GTMJ's Term 1 2024

Mathematics Year 1 Term 1: Pool problems

Name: _____

Purpose of assessment: To solve simple addition problems. (ACMNA015)

Understanding and Fluency	Problem solving and Reasoning	
Represents simple addition problems.	Solves simple addition problems. Explains strategies used to solve addition problems.	
<p>Represents (with counters), creates part-part-whole grids, solves and writes number sentences to match increasingly complex and unfamiliar addition problems (compare type problems). (Q3)</p> <p>Represents (with counters), creates part-part-whole grids, solves and writes number sentences to match increasingly complex problems. Provides more than one solution to an addition problem. (Q4)</p> <p>Represents (with counters), creates part-part-whole grids and solves simple, familiar addition problems (change and combine type problems). (Q1&2)</p> <p>Writes addition number sentences to match PPW situations (Q1&2)</p> <p>Represents (with counters), creates some part-part-whole grids and solves some simple, familiar addition problems (change and combine type problems) (Q1&2)</p>	<p>Solves increasingly complex addition problems using efficient strategies, e.g. rearranging parts, using doubles, using ten. (Q3)</p> <p>Uses increasingly efficient strategies, e.g. rearranging parts, make ten (in preference to counting only). Shows more than one solution (Q4)</p> <p>Solves simple, familiar addition problems by counting on. (Q1&2)</p> <p>Counts collections of counters to solve some simple, familiar problems.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">A</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">B</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">C</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">D</div> <div style="border: 1px solid black; padding: 5px;">E</div>

Feedback

Year 1 GTMJ's Term 1 2024

Mathematics Year 1 Term 1: My favourite 'teen' number	Name:
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Purpose of assessment: To recognise, model, write and order numbers to 20. (ACMNA013)

Understanding and Fluency	Problem solving and Reasoning
Recognises models and writes teen numbers. Locates teen numbers on a number line.	Explains partitioning of teen number.

Represent and place teen number on a number line. (Q8)	Explains 2 ways to show non-standard place value partitioning of a teen number. (Q6)	A
	Explains 1 way to show non-standard place value partitioning of a teen number	B
Represents a teen number using objects, pictures, words, tens frames and numerals (Q1, Q2, Q3, Q7) Locates teen number on a number line. (Q4)	Explains standard partitioning of teen numbers. (Q5)	C
Represents a teen number in one of the above ways.		D
Writes a number.		E

Feedback

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Year 1 GTMJ's Term 1 2024

Year 1 Mathematics: Unit 1 — Classifying outcomes

Name: _____

Purpose of assessment: To classify outcomes of simple familiar events.

Understanding and Fluency		Problem-solving and Reasoning	
Classify the outcomes of simple familiar events.		Provide reasons for the classification of outcomes using the language of chance.	
<p>◀ Gives examples of events that 'will happen', 'won't happen' and 'might happen'. Part B (all 3)</p>	<p>◀ Chooses the correct statement and justifies the response. Part C</p>	A	
<p>◀ Gives an example of an event that 'will happen', 'won't happen' or 'might happen'. Part B</p>	<p>◀ Justifies classification of all outcomes. Q1b</p>	B	
<p>◀ Classifies outcomes of familiar events as 'will happen', 'won't happen' or 'might happen'. Q1a</p>	<p>◀ Explains why events will or won't happen. Q1b</p>	C	
<p>◀ Identifies outcomes of familiar events involving chance.</p>	<p>◀ Explains why an event will or won't happen.</p>	D	
<p>◀ Recalls an outcome of a familiar event.</p>	<p>◀ Describes the outcomes of a familiar chance event.</p>	E	

Feedback: _____