



Curriculum Overview

Year 1



In Term 3, we will be learning about the following topics in each curriculum area:

English:

Students will begin to investigate the purpose of information texts and identify the components within, that affect how they are organised.

Students will read aloud with developing fluency and will use their knowledge of sound-letter relationships to decode high-frequency words and punctuation, to make meaning in texts.

Students will collect evidence about a chosen community helper and create an informative text to discuss their role, equipment used, and importance to the community.

This learning area will be taught, assessed and reported on.

Mathematics:

Australian Coins

- Recognise Australian coins according to their value.
- Identify coins and notes based on their features.

Number Sequences

- Count to and from 100.
- Locate numbers on a number line.
- Continue simple and skip counting patterns involving numbers and objects.
- Describe number sequences - skip counting in 2's, 5's and 10's

Length and Capacity

- Measure objects based on their length/capacity using informal units.
- Accurately measure without gaps, crookedness, and consistent units.
- Explain choices of informal units to measure length/capacity.

Telling Time (Analog and Digital)

- Read and write time to the half hour.
- Explain time durations of familiar events and activities.

This learning area will be taught, assessed and reported on.

Science: Biological Sciences: Schoolyard Safari

The world is teeming with animal life. Even the most unexpected places can host a diverse range of creatures. Taking the time to look at different species of animals can provide information about similarities and differences among living beings, and can help us to appreciate how we are all a part of one complex ecological system. Students explore some small animals leading to a better understanding of how their adaptations help them to survive in their habitats. Through investigations, students learn how animals move, feed and protect themselves.

This learning area will be taught, assessed and reported on.

Humanities and Social Sciences: My Changing World

Students will conduct an inquiry to investigate places and their features at a local scale. They will identify the features of places and determine the natural, managed and constructed characteristics of an environment. Students will be identifying changes, and collecting information about Heathwood Park during a school visit.

This learning area will be taught, assessed and reported on.

Health and Physical Education (HPE):

Health - We all belong:

In this unit, students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.

PE - Catch me if you can:

In this unit, students will develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They will explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games.

This learning area will be taught, assessed and reported on.

The Technologies - Design Technology:

Students will be using an assortment of recycled materials to plan, draw and construct a building that represents a chosen community helper's workplace. They will be required to provide feedback and explain choices made during both the planning and constructing phase.

This learning area will be taught, but not assessed and reported on.

The Arts - Music:

Continued working through the "My Mini Music Program" focusing on the achievement standards of:

1. Communicating about music,
2. Improvising, composing, arranging, and performing music
3. Demonstrating aural skills by staying in tune and keeping in time.

This learning area will be taught, but not assessed and reported on.

The Arts - Drama:

Stories come to life

In this unit, students make and respond to drama by using picture books as a stimulus as they bring them to life with voice, movement, soundscapes and improvisations for performance.

Students will:

- explore role and dramatic action in dramatic play and improvisation
- use voice, facial expression, movement, space and focus to imagine and establish role and situation
- present drama that communicates ideas based on a picture book
- respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.

This learning area will be taught, assessed and reported on.