



Curriculum Overview

Composite Year 1 & Year 2



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

Year One	Year Two
<p>English: Informative- Community Helpers In this unit, students will learn about various community helpers through their Health unit. They will create an information report about a community helper. <i>This learning area will be taught, assessed and reported on.</i></p>	<p>English: Informative- Australian Animals In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image. <i>This learning area will be taught, assessed and reported on.</i></p>
<p>Mathematics: In this unit students will learn about: Money and financial mathematics focusing on recognising, describing and ordering Australian coins according to their value. Patterns and algebra focusing on recalling the ones, twos and tens counting sequences; identifying number patterns; and representing the fives number sequence Using units of measurement focusing on comparing and measuring lengths using uniform informal units, ordering objects based on length, exploring and measuring capacity using uniform informal units, and ordering objects based on capacity. They will describe duration in time, tell time to the half hour, and represent times on digital and analog clocks. <i>This learning area will be taught, assessed and reported on.</i></p>	<p>Mathematics: In this unit students will learn about: Money and financial mathematics focusing on describing the features of Australian coins, counting coin collections, identifying equivalent combinations, identifying \$5 and \$10 notes, and counting collections of coins and notes. Using units of measurement focusing on identifying the number of days in each month, relating months to seasons. They will also tell time to the quarter hour, identify purposes for calendars and explore seasons and calendars. Students will learn how to compare and order objects, measure length, area and capacity using informal units. Number and place value focusing on performing simple addition and subtraction calculations using a range of strategies. <i>This learning area will be taught, assessed and reported on.</i></p>
<p>Science: Physical Sciences- To design a toy that will move with a push or a pull, and describe a change to the toy and how it affects the toy's movement. To pose an investigation question and make a prediction about the toy's movement. To represent and communicate observations and ideas. <i>This learning area will be taught, assessed and reported on.</i></p>	<p>Science: Physical Sciences- To design a toy that will move with a push or a pull, and describe a change to the toy and how it affects the toy's movement. To pose an investigation question and make a prediction about the toy's movement. To represent and communicate observations and ideas. <i>This learning area will be taught, assessed and reported on.</i></p>
<p>Humanities and Social Sciences: My Changing World Students will explore the Inquiry questions: What are the features of my local places and how have they changed? Students will investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it. <i>This learning area will be taught, assessed and reported on.</i></p>	<p>Humanities and Social Sciences: Students will explore the Inquiry questions: How are people connected to their place and other places? Students will explore the location and significant features of places and consider how people are connected to these and why they should be preserved. <i>This learning area will be taught, assessed and reported on.</i></p>
<p>Health and Physical Education (HPE): Health: We all belong 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 Students develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They explore positive ways</p>	<p>Health and Physical Education (HPE): Health: We all belong 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 Students develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They explore positive ways</p>

<p>to interact with others, including strategies to work in groups and play fairly during tagging games. <i>This learning area will be taught, assessed and reported on.</i></p>	<p>to interact with others, including strategies to work in groups and play fairly during tagging games. <i>This learning area will be taught, assessed and reported on</i></p>
<p>The Technologies- Design Technology: Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a representation of a community helpers' workspace. <i>This learning area will be taught, but not assessed and reported on.</i></p>	<p>The Technologies- Design Technology: Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a representation of a new species of Australian animal. <i>This learning area will be taught, assessed and reported on.</i></p>
<p>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:</p> <ul style="list-style-type: none"> ● 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. <p><i>This learning area will be taught, assessed and reported on.</i></p>	<p>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:</p> <ul style="list-style-type: none"> ● 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. <p><i>This learning area will be taught, but not assessed and reported on.</i></p>
<p>The Arts- Music: Students will continue working through the "My Mini Music Program" focusing on:</p> <ol style="list-style-type: none"> 1. Communicating about music, 2. Improvising, composing, arranging, and performing music. 3. Demonstrating aural skills by staying in tune and keeping in time. <p><i>This learning area will be taught, but not assessed and reported on.</i></p>	<p>The Arts- Music: Continued working through the "My Mini Music Program" focusing on the achievement standards of:</p> <ol style="list-style-type: none"> 1. Communicating about music 2. Improvising, composing, arranging, and performing music 3. Demonstrating aural skills by staying in tune and keeping in time. <p><i>This learning area will be taught, assessed and reported on</i></p>