



# Curriculum Overview

## Composite Year 1 & Year 2



**In Term 4, we will be learning about the following topics in each curriculum area:**

Year One	Year Two
<p><b>English: Poetry</b> Students will begin to identify the purpose of poems and identify the components within that affect how they are organised. Students will present and interact in pairs to ask questions about other texts using facial expressions and appropriate body language. Students will create poems of their own for a range of purposes and demonstrate connections between writing, speech and images. <i>This learning area will be taught, assessed and reported on.</i></p>	<p><b>English: Reading, writing and performing poetry</b> In this unit students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems. <i>This learning area will be taught, assessed and reported on.</i></p>
<p><b>Mathematics:</b> <b>Data</b></p> <ul style="list-style-type: none"> <li>Collect and represent data that are relevant to prompting questions and queries.</li> <li>Make simple inferences and describe information sources from data collections.</li> </ul> <p><b>Wholes and Halves</b></p> <ul style="list-style-type: none"> <li>Identify and partition collection to represent one half.</li> <li>Able to describe reasoning used to partition collections into halves using both every day and mathematical language.</li> </ul> <p><b>Adding and Subtracting</b></p> <ul style="list-style-type: none"> <li>Represent addition and subtraction problems using a wide range of strategies including part-part-whole, tens frames, number lines, number sentences, etc.</li> <li>Solve a range of problems using concrete materials and efficient strategies.</li> </ul> <p><i>This learning area will be taught, assessed and reported on.</i></p>	<p><b>Mathematics:</b></p> <p><b>Number and place value</b> Count to and from 1 000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, represent multiplication and division, use multiplication to solve problems and count large collections. Divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.</p> <p><b>Chance</b> Students will predict the likelihood of an everyday event based on data. <i>This learning area will be taught, assessed and reported on.</i></p>
<p><b>Science: Chemical Sciences-</b> To investigate the combination of materials used to make an object for a particular purpose. To record and represent observations and communicate ideas. <i>This learning area will be taught, assessed and reported on.</i></p>	<p><b>Science: Chemical Sciences-</b> To investigate the combination of materials used to make an object for a particular purpose. To record and represent observations and communicate ideas. <i>This learning area will be taught, assessed and reported on.</i></p>
<p><b>Humanities and Social Sciences: My Changing World</b> (semester unit) 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><b>Humanities and Social Sciences: (semester unit)</b> 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><b>Health and Physical Education (HPE):</b> <b>Health</b> - My safety, my responsibilities In this unit, 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 practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. <b>PE</b> - Equipped to move In this unit, students explore elements of movement while developing fundamental movement skills that involve</p>	<p><b>Health and Physical Education (HPE):</b> <b>Health</b> - My safety, my responsibilities In this unit, 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 practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. <b>PE</b> - Equipped to move In this unit, students explore elements of movement while developing fundamental movement skills that involve</p>

<p>manipulating equipment (hoops, balls and rhythm ribbons). They perform fundamental movement skills, with and without equipment, in simple movement sequences that incorporate elements of movement.</p> <p><i>This learning area will be taught, assessed and reported on.</i></p>	<p>manipulating equipment (hoops, balls and rhythm ribbons). They perform fundamental movement skills, with and without equipment, in simple movement sequences that incorporate elements of movement.</p> <p><i>This learning area will be taught, assessed and reported on.</i></p>
<p><b>The Technologies- Design Technology:</b> (semester unit)</p> <p>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.</p> <p><i>This learning area will be taught, but not assessed and reported on.</i></p>	<p><b>The Technologies- Design Technology:</b> (semester unit)</p> <p>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.</p> <p><i>This learning area will be taught, assessed and reported on.</i></p>
<p><b>The Arts- Drama: Stories come to life</b> (semester unit)</p> <p>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"> <li>● Explore role and dramatic action in dramatic play and improvisation</li> <li>● Use voice, facial expression, movement, space and focus to imagine and establish role and situation</li> <li>● Present drama that communicates ideas based on a picture book</li> <li>● Respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul> <p><i>This learning area will be taught, assessed and reported on.</i></p>	<p><b>The Arts- Drama: Stories come to life</b> (semester unit)</p> <p>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"> <li>● Explore role and dramatic action in dramatic play and improvisation</li> <li>● Use voice, facial expression, movement, space and focus to imagine and establish role and situation</li> <li>● Present drama that communicates ideas based on a picture book</li> <li>● Respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul> <p><i>This learning area will be taught, but not assessed and reported on.</i></p>
<p><b>The Arts- Music:</b> (semester unit)</p> <p>Students will continue working through the "My Mini Music Program" focusing on:</p> <ol style="list-style-type: none"> <li>1. Communicating about music,</li> <li>2. Improvising, composing, arranging, and performing music.</li> <li>3. Demonstrating aural skills by staying in tune and keeping in time.</li> </ol> <p><i>This learning area will be taught, but not assessed and reported on.</i></p>	<p><b>The Arts- Music:</b> (semester unit)</p> <p>Continued working through the "My Mini Music Program" focusing on the achievement standards of:</p> <ol style="list-style-type: none"> <li>1. Communicating about music</li> <li>2. Improvising, composing, arranging, and performing music</li> <li>3. Demonstrating aural skills by staying in tune and keeping in time.</li> </ol> <p><i>This learning area will be taught, assessed and reported on.</i></p>