



# Curriculum Overview

## Year 1



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

### English:

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.

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

### Mathematics:

#### Data

- Collect and represent data that are relevant to prompting questions and queries.
- Make simple inferences and describe information sources from data collections.

#### Wholes and Halves

- Identify and partition collection to represent one half.
- Able to describe reasoning used to partition collections into halves using both every day and mathematical language.

#### Adding and Subtracting

- Represent addition and subtraction problems using a wide range of strategies including part-part-whole, tens frames, number lines, number sentences, etc.
- Solve a range of problems using concrete materials and efficient strategies.

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

### Science: Look! Listen!

Light and sound surround us, bringing a wealth of information about our world. We use light and sound to communicate with each other. Almost continuously, light and sound effect what we think and do, and how we feel. Students investigate sources of light and sound, how they are produced and how light and sound travel. Through hands-on activities, students' understanding of the role of light and sound in our lives will be developed. Through investigations, students explore why we have two eyes instead of one.

*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 Brush Box Place Park during a school visit.

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

### Health and Physical Education (HPE):

#### Health - 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.

#### PE - Equipped to move

In this unit, students explore elements of movement while developing fundamental movement skills that involve 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.

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

### The Technologies - Design Technology: (semester unit)

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- Drama: (semester unit)

#### 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.*

### The Arts- Visual Art:

Students will explore colour, line, pattern and shape. They will experience creating artworks using different elements.

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