



Curriculum Overview

Year 1



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

English:

Students engage with a range of texts that depict characters, settings and events.

They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure.

Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning.

Students engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details.

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

Mathematics:

Number and Algebra

- demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits
- develop a sense of equivalence, fairness, repetition and variability when engaging in play-based and practical activities
- use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others
- quantify collections using skip counting

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

Science: Physical Science – Look! Listen!

Students build on understanding of how science involves observing, asking questions and representing patterns, as they investigate factors influencing ways that objects move, including push and pull force and surface characteristics.

Students follow safe procedures and use digital tools as appropriate to answer questions, test their predictions and collect informal measurements of how far objects move when different pushing and pulling forces are applied.

With guidance, students are supported to compare their predictions with observations and infer from their observations and measurements how push and pull forces start or stop the motion of different objects and/or change their shape or direction of travel. They represent push and pull forces (for example: using role-play, labels, arrows or time lapse drawings) and engage with ways of describing their representations using everyday and scientific vocabulary.

Students connect scientific knowledge of forces with real-world applications, such as creation of new toys and playground equipment, or design and use of different types of tools in the home and garden.

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

Humanities and Social Sciences: My Changing World (Taught across Term 3 and Term 4)

Students will investigate the features of their local places, including natural, managed, and constructed elements, and explore how these places have changed over time. They examine how people, including First Nations Australians, understand, manage, and care for places, and describe how weather, seasons, and directional language influence how places are experienced and maintained.

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

Health and Physical Education (HPE):**HEALTH- My safety, my responsibilities**

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.

MOVEMENT – Equipped to move

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 - Community Helpers! (Taught across Term 2 and Term 3) and Grow, grow, grow (Taught across Term 3 and Term 4)

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 helper and their workspace. Students will begin to explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack. Suggestions for alternative projects are also described.

This learning area will be taught, assessed and reported on in the Semester Two report card.

The Arts- Music:

In Dance, with ZING Activ, Students are exploring how dance can show ideas, feelings and stories. They are also being introduced to dances from different cultures and are beginning to understand that people use dance to share who they are and where they come from.

This subject (Dance) will be taught, but not assessed and reported on.