YEAR 1 – Semester One- Curriculum Overview

Dear Year One Parents/Carers

We would like to share with you a summary of Term One and Term Two units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

ENGLISH

Term One	Term Two
Learning: **Engaging with imaginative stories** Students engage with a range of texts that depict characters, settings and events. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They create short written recounts of stories with event and characters. Students engage in shared and independent writing and/or learning experiences in response to texts.	***Learning:*** **Writing and creating informative texts** Students participate in shared reading, and viewing of authentic texts including non-fiction texts. Students explore how texts such as reports and factual descriptions are organised according to their purpose. Students create short texts to report on topic specific information. They read, view and comprehend texts including picture books, stories, poetry and non-fiction texts.
Assessment: **Exploring and retelling narratives** **Purpose:** To write a retell of a familiar narrative using simple sentences.	***Assessment:*** **Reading, viewing and comprehending informative texts** **Purpose:** To read, view and comprehend a simple informative text. **Writing and creating informative texts** **Purpose:** To create an informative text to report on a familiar topic.

MATHS

Learning: **Number, Space and Statistics** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use physical and virtual materials to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond two digits • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others • use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations • use simple surveys to collect and sort data, based on a question of interest, such as colour of eyes; recognise that data can be represented in different ways such as objects, images, drawings, lists and symbols; compare and discuss data by identifying patterns	***Learning:*** **Number and Algebra** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use physical and virtual materials to demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones • use skip counting to quantify physical collections • recognise patterns in numbers and extend knowledge of numbers beyond two digits • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers
Assessment: *Statistics* **Assessable elements:** Problem solving and Reasoning	***Assessment:*** *Number* **Assessable elements:** Understanding and Fluency

SCIENCE

Chemical Science Learning: Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.	***Biological Science Learning:*** Students make links between external features of living things and the environment where they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.
Assessment: Students describe the effects of physically changing a material to make a boat that floats. They make predictions and record observations.	***Assessment:*** Students identify a range of habitats. They examine an unhealthy local habitat to determine changes required to make it 'a better place' for living things.

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning: Students will explore the following inquiry question: How has my family and daily life changed over time?
Assessment: Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.

DESIGN and TECHNOLOGY

Learning: Students will explore the characteristics and properties of materials, as well as components that are used, to produce designed solutions. They will investigate methods and materials suitable for designing and making puppets.
Assessment: Students design a character puppet with moving parts to use in a puppet show.

HEALTH and PHYSICAL EDUCATION (HPE)

Learning: Health Students recognise similarities and differences in individuals and groups as well as recognise how strengths and achievements contribute to identity. They 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.	
Assessment: Health Students recognise how strengths and achievements contribute to identity and identify how emotional responses impact on others' feelings.	
Learning: Physical Education Students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based scooter board challenges.	***Learning: Physical Education*** Students develop the fundamental movement skill of dodging and skills and strategies to tag/evade others in tagging games. Students will test alternatives and solve movement challenges and develop skills to play fairly and work together during tagging games
Assessment: Physical Education Students will demonstrate fundamental movement skills in a variety of movement situations and test alternatives to solve movement challenges. demonstrate positive ways to interact with others.	***Assessment: Physical Education*** Students will demonstrate positive ways to interact with others, fundamental movement skills in different movement situations and test alternatives to solve movement challenges.

THE ARTS

Learning: **Drama** ***Stories from the Past***
Students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus.

Assessment:
Students respond to, devise and perform drama based on the theme of memories.

Learning: Music

- Students explore a range of songs, rhymes and chants based on the theme of different places including their personal and familiar world. They develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music using their voice, movement and body percussion. They consider where and why people from different places make music.

Assessment: **Music** *Different Places*
Students perform a song about different seasons in a place and identify the purposes of music-making in different places.

JAPANESE

Learning: Japanese "Who is in my family?"
Students will use Japanese to communicate information about their families. They will also compare similarities and differences between ways of referring to family members.

Assessment: Japanese
Students will present information and respond to questions about their families. All macro skills (reading, writing, speaking, listening) will be assessed throughout the unit.

GENERAL CAPABILITIES – Digital Literacy (DL)

Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.
Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems, and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve, and protect the safety of themselves and others in digital environments.
Digital Literacy is developed through:

- Practising digital safety and wellbeing
- Investigating
- Creating and exchanging
- Managing and operating.

Kind regards

Year One Teachers

Yours Sincerely

Karryn Brunetto

Principal