



YEAR 1 CURRICULUM OVERVIEW TERM 1 2022

ENGLISH

Explaining How a Story Works

Students listen to, read, and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition.

Students respond to imaginative stories making connections between personal experiences and the text.

Learning Opportunities:

- Interacting with others
- Connecting to personal experiences
- Writing about characters and events
- Using words that represent characters
- Exploring images
- Exploring simple sentences
- Exploring elements of plot (beginning, middle, end)
- Comparing texts and forming opinions
- Combining language and images

Assessment and Monitoring

- Students comprehend and respond to imaginative texts (picture books)
- Monitoring the writing of sentences (spelling, grammar, punctuation)

MATHEMATICS

Students develop understandings of:

- Number and place value — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 2 digit numbers including 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growth patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction, explore commutativity.
- Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units, describe the duration of an hour, explore and tell time to the hour
- Shape – investigate features & describe two-dimensional shapes

Assessment and Monitoring

- Number- count with and sequence numbers to 100 and show understanding of place value
- Number- students carry our simple addition and subtraction problems
- Measurement-students order objects based on length
- Geometry – students describe, sort, and classify 2D shapes

SCIENCE

Living Adventure

Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.

Assessment and Monitoring

Describing a habitat - Students describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and share their observations with others.

HEALTH & PE(Specialist)

Health

Students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences and recognise how diversity contributes to identities. Students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations.

Physical activity

Students develop their fundamental and manipulative skills using a variety of equipment and different parts of the body. They participate in activities, games, and challenges within groups of varying sizes, and test and trial ideas to solve movement challenges

Assessment and Monitoring

Students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active. They recognise strengths and achievements and how responses effect people's feelings and happiness.

Students are assessed on fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges

Observations of how students demonstrate positive ways to interact with others

DIGITAL TECHNOLOGIES (Specialist)

Students recognise and explore digital systems (hardware and software components) for a purpose

Create and organise ideas and information using information systems independently and with others and share these with known people in safe online environments. Collect, explore, and sort data, and use digital systems to present the data creatively

Assessment and Monitoring

Students use digital systems to represent simple patterns in data in different ways. They collect familiar data and display them to convey meaning in a safe online environment.

THE ARTS

Dance

Students make and respond to dance by exploring dance using shape as stimulus.

Music (specialist)

Students explore the music elements of beat, pitch dynamics and tempo through listening, singing, moving, playing, and creating. Students respond to music and consider where and why people make music including Aboriginal and Torres Strait Islander Peoples

Assessment and Monitoring

Students make and perform dance sequences.

Students will be assessed on listening and reproduction of vocal elements and accuracy of reading of pitch maps