Y01 Curriculum Overview Semester 1 2026

	Term 1	Term 2
English	**Engaging with Imaginative Stories.** 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, stories, rhyming verse, poetry and dramatic performances. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences. Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations. **Assessment task -** To share ideas, retell and express an opinion about a character from a familiar imaginative text	**Exploring and Creating Informative Texts.** Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, and narrative texts. Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences. Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words. **Assessment task –** To read, view and comprehend a simple text. **Assessment task -** To create an informative text to report on a familiar topic.
	Suggested at home ideas to support and develop your child's learning: • Daily reading of decodable text and picture books (fiction and non-fiction). • Discuss a variety of elements such as, the title, author, characters, main idea, what happened in the beginning, middle and end, what they liked about the story, what they didn't like and connections that they can make between the text and themselves. • Give your opinion on character within a story/movie Modelling how to orally construct a sentence using the language of opinion such as, *I like/love/enjoy I don't like/love/enjoy.* • Modelling 'sounding out/decoding words' that you become stuck on to reinforce that this is a strategy for everyone when reading and writing.	**Suggested at home ideas to support and develop your child's learning:** • Daily reading of decodable text and picture books (fiction and non-fiction). • Discuss the features of informative texts: title, author, contents page, headings, diagrams and use of factual photos/images not illustrations. • Identify the purpose of different texts, was the purpose to persuade, entertain or inform the reader? How do you know? • Discussing and model synonyms with the intent to expand on their vocabulary. *Such as, good – amazing, wonderful, brilliant etc.*
Mathematics	As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: • use physical and virtual materials to demonstrate that numbers can be represented and partitioned in various ways, recognise patterns in numbers and begin to extend their knowledge of numbers beyond 2 digits • will add and subtract one-and two-digit numbers in different ways, using physical and virtual materials • will give and receive directions, follow pathways to move the positions of people and objects to different locations • pose simple questions based on interests to conduct surveys • collect, sort, represent and compare data • recognise that data can be represented in different ways • begin to explore the purpose of Mathematical modelling. **Assessment task:** To solve problems involving addition and subtraction of numbers to 20. **Assessment task:** To collect, record and present data in a one-to-one display, comparing and discussing results. **Assessment task:** Students will give and follow directions to move people and objects within a space.	• use physical and virtual materials to demonstrate that numbers can be represented and partitioned in various ways, recognise patterns in numbers and begin to extend their knowledge of numbers beyond 2 digits • will add and subtract one-and two-digit numbers in different ways, using physical and virtual materials • describe the duration and sequence of events using years, months, weeks, days and hours • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events. • make, compare and classify familiar shapes – identifying the similarities and differences between them using mathematical language • continue to explore the purpose of Mathematical modelling. **Assessment task:** To connect number names, numeral and quantities to at least 120. Order number to at least 120 and demonstrate partitioning in different ways. **Assessment task:** To partition one-and two-digit numbers in different ways. **Assessment task:** Make, compare and classify shapes using obvious features.
	Suggested at home ideas to support and develop your child's learning: • Discuss different ways we can partition (break into parts) a given number. • Counting forward and backwards in 2s, 5s, 10s when driving or walking. • Look at different house numbers and identify how many ways you can partition the number and then how many tens and how many ones. • Model using the language of mathematics: more, less, altogether. • Use the language of direction: forwards, backwards, turn left, turn right. • Model and create simple questions to collect information, what is our favourite family movie? How many of your friends have a cat? • Discuss the real-world connections to simple mathematical modelling such as, planning for a family gathering (what do I know? What do I need to know to work out how many pies and drinks I need?)	**Suggested at home ideas to support and develop your child's learning:** • Model and discuss real-world simple mathematical problems, we had 24 biscuits and ate 7. How do we still have? • Use a family calendar and discuss up and coming events using the days of the week. • Discuss your daily routine how it can take 30 minutes to cook dinner, a movie is longer than an hour, a holiday is normally a week or two weeks etc. • Compare how long event can take using the language of duration. What is longer, going to the movies or seeing the dr? • Identify everyday shapes in in the real-world. How do we know that is a diamond, square, triangle? etc. • Counting forward and backwards in 2s, 5s, 10s when driving or walking.

Science	Students will explore the following big inquiry question: ***What changes and what stays the same?*** Through the concept of '***continuity and change'*** they will explore the following: • What are the different needs of living things? • Why is it important to care for places and living things? • How do places meet the needs of a variety of living things? • Are all living things needs the same? • What are the similarities and differences within daily and seasonal weather? • As a scientist, how can I record our daily weather?	• Who am I as a learner? • How do I learn? • What does it mean to 'notice' and 'observe?' • How do we apply our learning? • How & why do we communicate our learnings to others? • How to organise my learning? **Assessment task:** Students will investigate and as a scientist create a field sketch of a local habitat within our school. They will organise their observations of living things within this habitat using a table and communicate their chosen living things needs.
HASS	Students will explore the following big inquiry question: ***'What changes and what stays the same?'*** Through the concept of '*continuity and change'* they will explore the following: • Identify natural, managed and constructed features of local places. • Explore the ways places can change. • Identify how they can care for places and who cares for them.	• Investigate how places change • Discuss perspectives related to places and events. • Draw conclusions • Develop maps and models of local places, labelling them where appropriate. **Assessment task** – Students will identify natural, managed and constructed features within a known habitat. They will identify ways places can change and how they can be cared for by people. Students will use their knowledge of the local habitat to suggest positive changes they could make.
Health	**Safe, strong and respectful** Using the **Zones of Regulation**, students will identify different emotions and continue building their skills in recognising and managing how they feel. Through team games, they will practise respectful communication, teamwork and problem-solving to strengthen positive, healthy relationships. **Assessment task –** Students will demonstrate and describe strategies to develop respectful relationships. Using the Zones of Regulation they will describe how emotional responses affect their own and others' feelings.	
Dance		**Dance Fever** Students make and respond to dance by exploring elements of dance (Space, Relationships, Dynamics and Time) **Assessment task -** Students perform dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement. Students will explore and select movement using the elements of dance to express ideas, feelings or moods.
Physical Education	**I like to move it move it 2.** Students will refine elements of movement while developing fundamental skills that involve manipulating equipment (hoops, balls and ropes). They will perform these skills, in sequences that incorporate elements of movement. They will describe factors that make physical activity beneficial and how their body responds to a variety of movement as well as training for and participating in the Cross Country. **Assessment** – Students will apply fundamental movement skills in a variety of movement situations.	**Large and small ball skills and Junior Athletics** Students perform fundamental movement skills such as underarm throw, catching and bouncing. They test alternatives to solve large ball challenges. They apply and combine skills in Junior Athletics to solve movement challenges. **Assessment -** Students will perform the fundamental movement skills of underarm throw, catching and bouncing in a variety of movement situations.
Digital Technologies	<u>Computers - Handy helpers</u> Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other learning areas <u>No assessment for this unit</u>	
Music	<u>Music of First Nation's People</u> Students explore music of First Nations people from around the world as stimulus for music making and responding **Assessment task** - Collection of work: *Students compose, perform and respond to music using the stimulus of First Nations people from around the world.*	
Japanese	**Who's 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. No formal assessment.	