

Y01 Curriculum Overview Semester 2 2026

	Term 3	Term 4
English	Procedural Text. Students engage with a range of texts that contain topics or story elements that can be presented as a procedure. They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, and non-fiction books. Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details. Students engage in shared and independent writing and/or learning experiences to create procedural texts. They will continue to develop their ability to create accurate simple sentences including sentence boundary punctuation. Students will participate in informal and structured discussions and give short oral presentations. Assessment Task: <i>To create a short, spoken text to recount a simple procedure for a favourite game. Students will express an opinion about why their class should learn/play this game.</i>	Exploring and responding to imaginative texts. 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, with noun groups and precise vocabulary. 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, pronoun reference, noun groups and a small number of details. Assessment Task: <i>Read, view and comprehend an imaginative text.</i> Assessment Task: <i>Create a short, written recount of a familiar imaginative text.</i>
	Suggested at home ideas to further support and develop this learning area.... - Read a variety of imaginative and informative texts, discussing how they know it is an informative or imaginative text (such as imaginative texts have characters, events, settings, problems, illustrations whereas informative texts have titles, sub-headings, captions, diagrams and give you facts.) - Continue to read and reread decodable texts using <i>Decodable Readers Online</i>. - Explore, discuss and use recipes to follow a procedure, focusing on first, then, next and last. - Talk about your opinion on things and model how to communicate an opinion (<i>I really enjoy playing netball, I just love this book/movie etc</i>). - Practise reading and writing simple words with short vowel (<i>cat, fish, map</i>) and long vowel patterns (<i>feet, rain, boat</i> etc).	Suggested at home ideas to further support and develop this learning area.... - Continue to read and reread a variety of texts including picture books, home readers, informative text and procedures. - After reading discuss: any connections they can make to the text from their real life, what happened in the text (a retell of events, characters etc), what was the purpose of the text? Was it informative/persuasive/imaginative? How did you know? - Explore a recount of a story they have read multiple times, who were the characters? Where was the story set? What happened first, next then last? - If writing at home, remind them that sentences contain one idea, begin with a capital letter and end with a full stop.
Mathematics	As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they will:	
	- Recognise, order and represent numbers to at least 120. - Partition, add and subtract one-and two-digit numbers in different ways. - Count and quantity numbers, to at least 120, by skip counting, equal groups and number knowledge. - Introduction to Mathematical modelling (see-plan-do-check) to solve practical problems involving addition, subtraction and equal sharing. - Compare and order objects based on the attributes of length, mass and capacity – communicating reasoning. Assessment task: <i>To create patterns and use skip counting to quantity objects.</i> Monitoring task: <i>To compare and order objects based on the attributes of mass, length and capacity.</i>	- Recognise, order and represent numbers to at least 120. - Connect number names, numerals and quantities to at least 120. - Partition, add and subtract one-and two-digit numbers in different ways. - Use Mathematical modelling (see-plan-do-check) to solve practical problems involving addition, subtraction and equal sharing. - Compare and order events based on the attributes of duration, communicating reasoning. - Make, compare and classify familiar 3-D objects. - Recognise familiar 3-D objects in the environment. Assessment task: <i>To make, compare and classify 3-D objects.</i> Assessment task: <i>To connect number names, numerals and quantities and order numbers to at least 120.</i> Assessment task: <i>To use mathematical modelling (see-plan-do-check) to solve addition, subtraction and equal sharing real world problems.</i>
	Suggested at home ideas to further support and develop this learning area.... - Counting to and from 120, skip counting in 2s, 5s and 10s to 120. Ordering numbers, what comes before a number, what comes after a number, what number is between 12 & 14. - Breaking numbers up to 120 into parts (i.e. 34 can be partitioned into 30 + 4 and 20 + 14). - Pointing out real world examples of maths and where they would need to use addition, subtraction & equal sharing.	
	Term 3 specific Using the language of measurement with everyday objects, comparing objects (heavier/lighter, short/shorter/shortest etc).	Term 4 specific - Using the language of duration with everyday events, comparing events (day, week, month, more time, less time, hour) - Discuss where 3-D objects can be found in their everyday world, cylinder, sphere, cone, cube, square-based pyramid, rectangular prism. Discuss how they know it is that shapes, what are the features of 3-D shapes (faces, edges, vertices)

Science	Students will explore the following big inquiry question: 'Why does science need to be fair?' Through the concept of 'real world' they will explore the following: • What is a fair test and why do we need fair testing? • How do I pose an investigable question? • How do my senses help me make observations? • How do I collect, sort and record observations? • As a scientist, how do I communicate my findings? Assessment task: Students will conduct scientific investigation. They will pose an investigable question, make a prediction, identify if the test was fair, communicate their observations through scientific diagrams and identify further questions.	Students will explore the following big inquiry question: 'How do forces impact object?' • What is a force? • What is the difference between a push and a pull? • What are the different strengths we can apply to forces? • How can we apply different strengths to forces? • What will be the predicted effect of this force? • Will this force change the shape of my object? • Will this force change the way my object moves? Assessment task: Students will describe how different pushes and pulls change the motion and shape of objects.
HASS	Students will explore the following big inquiry question: 'How good were the good old days?' Through the concept of 'continuity and change' they will explore the following: • How changes occur over time in relation to themselves and their own families. • Examine family life and how it is the same as and/or different to previous generations. • What are significant aspects of daily life and how have they changed? • How to pose meaningful questions relevant to the content. • What makes a 'significant event?' • Sequence personal and family events. • Interpret information and data from different sources. • Explore a point of view/perspectives related to people and event.	Assessment task – Portfolio of work: Assessment in this inquiry is ongoing and consists of observations and a collection of work gathered from various learning experiences during the inquiry. This format provides several opportunities for students to demonstrate the following understanding and skills: • Identification of continuity and change in family structures. • Comparing the roles and daily life of family members over time. • Develop questions to gather information on how other generations lived. • Collect, sort and record information and data, from experts, on provided scaffolds. • Interpret information from research and discuss the different perspectives. • Share information and observations made about people, places and the life of past generations.
Drama	How to be dramatic! Students make and respond to drama by exploring performances as stimulus. Assessment: Students devise, perform and respond to drama focusing on situations and ideas expressed in procedures.	
Health	Protective behaviours and help-seeking strategies. Students will explore the connection between feelings and internal body signals and begin to develop an understanding of the connection between their internal body signs and feeling safe or unsafe. They will explore the help-seeking strategy of seeking a trusted adult as well as seeking trusted community groups such as the police. Students will describe strategies required to develop respectful relationships. Assessment task: Students will identify their internal body signs when they feel safe and unsafe as well as identify trusted adults within their community. They will make connections between trusted community groups and their symbols.	
Physical Education	Ultimate Tag Students will develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games. Assessment task - Students will demonstrate dodging and running skills and test alternatives to evade others or objects in tagging games. They will demonstrate strategies to work in groups and play fairly during tagging games.	Throw, catch, roll & bounce Students will develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They also apply rules and fair play practices. Assessment task - Students will send, control and receive balls in a variety of movement situations, they will demonstrate changes in speed, direction and level in sequences.
Design & Technologies	It's toy time! Students will explore the characteristics and properties of materials and components that are used to produce design solutions. Assessment task: Students will design and create either a push/pull toy or a musical instrument.	
Digital Technologies	Computers - Handy helpers 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	Different places Students will explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding. Assessment task - Students will compose, perform and respond to music about different places.	
Japanese	How do we celebrate special occasions? This semester, students will find similarities and differences about celebrations and festivals held in Japan and Australia. Students will be using Japanese language to talk about birthdays and foods. They will use language to express likes and dislikes, shapes and colours. They will recognise food words that sound like English. Students will use Japanese writing scripts such as hiragana and katakana to label foods and objects. No formal assessment.	