

# Y01 Curriculum Overview Semester 2 2025

|         | Term 3   | Term 4   |
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| English | <p><b>Procedural Text.</b></p> <p>Students engage with a range of texts that contain topics or story elements that can be presented as a <b>procedure</b>. They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts. 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 <b>persuasive</b> 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 participate in informal and structured discussions and give short oral presentations</p> <p><b>Assessment Task:</b> To create a short, spoken text to recount a simple procedure for a favourite game or activity. Students will express an opinion about why their class should learn/play this game or activity.</p> <p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Read to them and have them read to you using a variety of picture books, home readers, informative text and procedures. Re-read the same texts, repeated reading is an effective strategy to support beginning readers.</li> <li>Use recipes to follow a procedure, focusing on first, then, next and finally.</li> <li>Talk about your opinion on things and model how to express an opinion.</li> <li>Discuss characters, events and language choices in the different texts that you have read.</li> </ul> | <p><b>Exploring and responding to imaginative texts.</b></p> <p>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.</p> <p><b>Assessment Task:</b> Read, view and comprehend an imaginative text.</p> <p><b>Assessment Task:</b> Create a short, written recount of a familiar imaginative text.</p> <p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Read to them and have them read to you using a variety of picture books, home readers, informative text and procedures. Re-read the same texts, repeated reading is an effective strategy to support beginning readers.</li> <li>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?</li> <li>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, finally?</li> </ul> |
|         | <p>As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they will:</p> <ul style="list-style-type: none"> <li>Recognise, order and represent numbers to at least 120.</li> <li>Partition, add and subtract one-and two-digit numbers in different ways.</li> <li>Count and quantify numbers, to at least 120, by skip counting, equal groups and number knowledge.</li> <li>Use Mathematical modelling (see-plan-do-check) to solve practical problems involving addition, subtraction and equal sharing.</li> <li>Compare and order objects based on the attributes of length, mass and capacity – communicating reasoning.</li> </ul> <p><b>Assessment task – Skip counting and patterns.</b> Purpose: create patterns and use skip counting to quantify objects.</p> <p><b>Assessment task – Use Mathematical modelling to solve practical problems.</b> Purpose: To use Mathematical modelling (see-plan-do-check) to solve addition, subtraction and equal sharing real world problems.</p> <p><b>Suggested at home ideas to further support and develop the learning (semester focus):</b></p> <ul style="list-style-type: none"> <li>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 &amp; 14.</li> <li>Breaking numbers up to 120 into parts (i.e. 34 can be partitioned into 30 + 4 and 20 + 14)</li> <li>Pointing out real world examples of maths and where they would need to use addition, subtraction &amp; equal sharing.</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise, order and represent numbers to at least 120.</li> <li>Connect number names, numerals and quantities to at least 120.</li> <li>Partition, add and subtract one-and two-digit numbers in different ways.</li> <li>Use Mathematical modelling (see-plan-do-check) to solve practical problems involving addition, subtraction and equal sharing.</li> <li>Compare and order events based on the attributes of duration, communicating reasoning.</li> <li>Make, compare and classify familiar 3-D objects.</li> <li>Recognise familiar 3-D objects in the environment.</li> </ul> <p><b>Assessment task – Comparing and classifying objects.</b> Purpose: make, compare and classify 3-D objects.</p> <p><b>Assessment task – Number check-in and card drop.</b> Purpose: connect number names, numerals and quantities and order numbers to at least 120</p>   |
|         | <ul style="list-style-type: none"> <li>Using the language of measurement with everyday objects, comparing objects (heavier/lighter, short/shorter/shortest etc).</li> </ul>  | <ul style="list-style-type: none"> <li>Using the language of duration with everyday events, comparing events (day, week, month, more time, less time, hour)</li> <li>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).</li> </ul>  |
| Science | <p>Students will explore the following big inquiry question:</p> <p><b>'Why does science need to be fair?'</b></p> <p>Through the concept of 'real world' they will explore the following:</p> <ul style="list-style-type: none"> <li>What is a fair test?</li> <li>Why do we need fair testing?</li> <li>How do I pose an investigable question?</li> <li>How do my senses help me make observations?</li> <li>How do I collect, sort and record observations?</li> <li>As a scientist, how do I communicate my findings?</li> </ul> <p><b>Assessment task – Science investigation.</b> Purpose - Students will a 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.</p>   | <p>Students will explore the following big inquiry question:</p> <p><b>'How do forces impact object?'</b></p> <ul style="list-style-type: none"> <li>What is a force?</li> <li>What is the difference between a push and a pull?</li> <li>What are the different strengths we can apply to forces?</li> <li>How can we apply different strengths to forces?</li> <li>What will be the predicted effect of this force?</li> <li>Will this force change the shape of my object?</li> <li>Will this force change the why my object moves?</li> </ul> <p><b>Assessment task:</b> Scientific investigation. Purpose- describe how different pushes and pulls change the motion and shape of objects.</p>  |

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| <b>HASS</b>                    | <p>Students will explore the following big inquiry question:<br/> <b><i>'How good were the good old days?'</i></b><br/> Through the concept of '<i>continuity and change</i>' they will explore the following:</p> <ul style="list-style-type: none"> <li>• How changes occur over time in relation to themselves and their own families.</li> <li>• Examine family life and how it is the same as and/or different to previous generations.</li> <li>• What are significant aspects of daily life and how have they changed?</li> <li>• How to pose meaningful questions relevant to the content.</li> <li>• What makes a 'significant event?'</li> <li>• Sequence personal and family events.</li> <li>• Interpret information and data from different sources.</li> <li>• Explore a point of view/perspectives related to people and event.</li> </ul> | <p><b>Assessment task</b> – Portfolio of work: <i>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:</i></p> <ul style="list-style-type: none"> <li>• Identification of continuity and change in family structures.</li> <li>• Comparing the roles and daily life of family members over time.</li> <li>• Develop questions to gather information on how other generations lived.</li> <li>• Collect, sort and record information and data, from experts, on provided scaffolds.</li> <li>• Interpret information from research and discuss the different perspectives.</li> <li>• Share information and observations made about people, places and the life of past generations.</li> </ul> |
| <b>Drama</b>                   | <p><b><u>How to be dramatic!</u></b><br/> Students make and respond to drama by exploring performances as stimulus.</p> <p><b>Assessment:</b> Students devise, perform and respond to drama focusing on situations and ideas expressed in procedures.</p>   |   |
| <b>Media Arts &amp; Health</b> | <p><b><u>What is a respectful relationship?</u></b><br/> Student will describe strategies required to develop respectful relationships. They will explore characters in text who demonstrate respect and identify skills and strategies to develop respectful relationships with peers at school. Students will explore and begin to use media technologies and media languages to communicate a health message.</p> <p><b>Assessment task</b> –Students will use Book Creator to develop posters communicating and describing strategies to develop respectful relationships within a school context.</p>  |   |
| <b>Physical Education</b>      | <p><b><u>Ultimate Tag</u></b><br/> 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.</p> <p><b>Assessment task</b> - 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.</p>   | <p><b><u>Throw, catch, roll &amp; bounce</u></b><br/> 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.</p> <p><b>Assessment task</b> - Students will send, control and receive balls in a variety of movement situations. They will demonstrate changes in speed, direction and level in sequences and explain how they move with objects and in space effectively.</p>  |
| <b>Design and Technology</b>   | <p><b><u>It's toy time!</u></b><br/> Students will explore the characteristics and properties of materials and components that are used to produce design solutions.</p> <p><b>Assessment task</b> – An assessment task will be developed as part of the collaborative inquiry process.</p>   |   |
| <b>Digital Technologies</b>    | <p><b><u>Computers - Handy helpers</u></b><br/> Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other learning areas</p> <p><u>No assessment for this unit</u></p>   |   |
| <b>Music</b>                   | <p><b><u>Different places</u></b><br/> 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.</p> <p><b>Assessment task</b> - Students will compose, perform and respond to music about different places.</p>   |   |
| <b>Japanese</b>                | <p><b><u>Special occasions, festivals and food?</u></b><br/> This semester, students will find similarities and differences about celebrations and festivals held in Japan and Australia. They will use Japanese language to talk about birthdays and foods as well as to express likes and dislikes, shapes and colours. Students will recognise food words that sound similar to English. They will use Japanese writing scripts such as hiragana and katakana to label foods and objects.</p> <p>No formal assessment.</p>   |   |