



Year 1 Curriculum Overview - Term 1 2021

English – Exploring how a story works

This term, Year 1 students will 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.

Assessment:

Students will comprehend and respond to imaginative texts (picture books).

Science and HASS Integrated Inquiry

Students will explore the following inquiry question:

How much change is too much change?

Through the concepts of change & perspective, they will:

- identify features of living things and habitats
- make connections between how people describe features of places and how places can be cared for
- day and night - changes in the sky and landscape (natural, managed & constructed)
- changes to living things
- make and record observations
- use their senses to pose and respond to questions

Assessment:

An assessment task will be developed as part of the inquiry development process, providing students with the opportunity demonstrate their understandings.

Health - Good choices, healthy me

Students 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 describe actions that keep themselves and others healthy in different situations.

Assessment

Students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.

Music - Music of First Nations People

Students will explore music of First Nations people from around the world as stimulus for music making and responding.

Assessment:

Students will compose, perform and respond to music using the stimulus of First Nations people from around the world.

Digital Technologies - Handy helpers

Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other learning areas.

Assessment:

No formal assessment for this unit

Mathematics

Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

They will develop their 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 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction and 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

Chance — describe the outcomes of familiar events

Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data.

Assessment:

1. Understanding teen numbers

Students will recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value.

2. Classifying outcomes

Students will classify outcomes of simple familiar events.

3. Investigating data representation

Students will use simple strategies to reason and solve a data inquiry question.



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.

Assessment

No formal assessment in this unit

Physical Education – Equipped to move

Students will explore elements of movement while developing fundamental movement skills that involve manipulating equipment (hoops, balls and ropes). They will perform fundamental movement skills, with and without equipment, in simple sequences that incorporate elements of movement.

Assessment

Students will perform movement sequences that incorporate the elements of movement and equipment.