



# 2023 Year 1 Curriculum Overview

KLA	TERM 1	TERM 2	TERM 3	TERM 4
<b>ENGLISH V8</b>	<b>Exploring how a story works &amp; Poetry</b> Students listen to, read and view a range of written picture books. 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 Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.	<b>How do we know? – Using information texts</b> Students listen to, read and view a range of information texts. They investigate how information texts teach us about events, procedures, instructions using specific text structures and language features. Students create their own information text to teach a group of peers about a topic, or how to do a task.	<b>Retelling Cultural Stories</b> Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers.	<b>Exploring Characters &amp; Character Preference</b> Students will explore characters in familiar stories. They will investigate qualities of characters in relation to appearance, actions, qualities. They will understand language used to describe a character in a story and look at the development of that character throughout the story. The children will create their own character description using writing and images.
<b>MATHS V8</b>	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Chance Data Representation (See Term 1 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Chance Data Representation (See Term 2 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Chance Data Representation (See Term 3 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Chance Data Representation (See Term 4 Maths Plan)
<b>SCIENCE V8</b>	<b>Unit 2: Material Madness</b> Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions	<b>Unit 1: Living Adventure</b> 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.	<b>Unit 3: Changes around me</b> Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.	<b>Unit 4: Exploring Light &amp; Sound</b> Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.
<b>HASS V8</b>	<b>My Changing Life</b> <b>How has my family and daily life changed over time?</b> In this unit, students: <ul style="list-style-type: none"> <li>explore family structures and the roles of family members over time</li> <li>recognise events that happened in the past may be memorable or have personal significance</li> <li>identify and describe important dates and changes in their own lives</li> <li>compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li> <li>respond to questions about the recent past</li> <li>sequence and describe events of personal significance using terms to describe the passing of time</li> <li>examine sources, such as images, objects and family stories, that have personal significance</li> <li>share stories about the past.</li> </ul>		<b>My Changing World</b> <b>What are the features of my local places and how have they changed?</b> In this unit, students: <ul style="list-style-type: none"> <li>draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops</li> <li>recognise that the features of places can be natural, managed or constructed</li> <li>identify and describe the natural, constructed and managed features of places</li> <li>examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places</li> <li>represent local places using pictorial maps and describe local places using the language of direction and location</li> <li>respond to questions to find out about the features of places, the activities that occur in places and the care of places</li> <li>collect and record geographical data and information, such as observations and interviews to investigate a local place</li> <li>reflect on learning to respond to questions about how features of places can be cared for.</li> </ul>	
<b>TECHNOLOGY V8</b>	<b>Grow, Grow, Grow</b> Students apply processes and production skills, in: <ul style="list-style-type: none"> <li>investigating environments and analyzing how they meet a purpose</li> <li>generating and refining design ideas, communicated by simple drawings</li> <li>producing a simple drawing of a designed solution that responds to a client's need</li> <li>evaluating their design and production processes</li> <li>collaborating and managing by working with others and by sequencing production steps.</li> </ul>			
<b>The Arts</b>			<b>VISUAL ARTS</b> UNIT: <i>What are You Thinking?</i> 1. <b>Making</b> – Create an artwork that shows an emotion. Display artwork and share ideas about emotion with an audience. 2. <b>Responding</b> – Describe artworks and talk about where and why artworks are made and presented. Share ideas about portraits and emotions with an audience.	
<b>Music</b>	<b>Performing</b> UNIT: <i>Magic Singing Chair</i> 1. <b>Making</b> - Perform <i>See Saw</i> on the Magic Singing Chair. 2. <b>Responding</b> - Aural, written test including recognition and application of known concepts and Art and World music.		<b>Composing (rhythm)</b> UNIT: <i>Paddle Pop Rhythms</i> 1. <b>Making</b> - Compose eight beat rhythmic pattern using ta and ti ti. 2. <b>Responding</b> - Aural, written test including dictation, recognition and application of known concepts and Art and World music.	
<b>HPE</b>	<b>Swimming</b> students will demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They will perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.	<b>Playing with balls</b> students will develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play practices.	<b>Health – We all belong</b> students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.	<b>Catch me if you can</b> students will develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They will explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games.