



Year One – Curriculum Overview – 2020

Learning Area		Term 1	Term 2	Term 3	Term 4
English	Units	<p>Creating procedural texts Students listen to, read, view and interpret traditional texts to explore the language and text structures of a procedure in informative contexts. Students create a written procedure from a literary context.</p> <p>Poetry Students listen to, read, view and interpret a range of poems focussing on rhyme and rhythm. Students will present a poem orally.</p>	<p>Explore characters in stories Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</p>	<p>Information Report Students listen to, read, view and interpret non-fiction texts to identify key information of an animal. Students will create an information report including: classification, appearance, diet, habitat, concluding statement</p>	<p>Cultural Story Retell Students listen to, read, view and interpret picture books and stories from Aboriginal and Torres Strait Islander cultures. They write, present and read a retell of their favourite story to an audience of peers.</p>
	Assessment	Informative Written Response – Procedure Poetry?	Imaginative Written Response – Character Description	Informative Written Response – Information Report	Imaginative Written Response – Cultural Retell
Maths	Units	<p>Number & Algebra Students: <ul style="list-style-type: none"> partition numbers using place value. carry out simple additions using counting strategies. work through the phases of Mental Computation. <p>Measurement and Geometry Students: <ul style="list-style-type: none"> order objects based on length using informal units. use the language of direction to move from place to place. <p>Problem Solving Strategies explicitly taught over a 3 week cycle: <ul style="list-style-type: none"> Draw a picture or diagram Act it out Part-Part-Whole </p> </p></p>	<p>Number & Algebra Students: <ul style="list-style-type: none"> recognise, model, write and order numbers to 20. identify representations of one half. work through the phases of Mental Computation. <p>Measurement and Geometry Students describe two and three-dimensional shapes and objects. Problem Solving Strategies explicitly taught over a 3 week cycle: <ul style="list-style-type: none"> Draw a picture or diagram Act it out Part-Part-Whole </p> </p>	<p>Number & Algebra Students: <ul style="list-style-type: none"> count to and from 100. locate numbers on a number line. describe number sequences resulting from skip counting by 2s, 5s and 10s. continue simple patterns involving numbers and objects. recognise Australian coins according to their value. work through the phases of Mental Computation. <p>Measurement and Geometry Students: <ul style="list-style-type: none"> order objects based on capacity using informal units. tell time to the half-hour. explain time durations. <p>Problem Solving Strategies explicitly taught over a 3 week cycle: Draw a picture or diagram <ul style="list-style-type: none"> Act it out Part-Part-Whole </p> </p></p>	<p>Number & Algebra Students: <ul style="list-style-type: none"> carry out simple subtractions using counting strategies. work through the phases of Mental Computation. <p>Statistics and Probability Students: <ul style="list-style-type: none"> classify outcomes of simple familiar events. collect data by asking questions. describe data displays. draw simple data displays. make simple inferences. <p>Problem Solving Strategies explicitly taught over a 3 week cycle: <ul style="list-style-type: none"> Draw a picture or diagram Act it out Part-Part-Whole </p> </p></p>
	Assessment	<p>Addition to 10 Students solve simple addition problems.</p> <p>Location, Location (Observation) Students give and follow directions to familiar locations.</p> <p>Length (Practical) Students measure and order objects based on length.</p>	<p>My favourite 'teen' number (Written) Students recognise, model, write and order numbers to 20.</p> <p>Finding a Half (Short answer questions) Students identify representations of one half.</p> <p>Shape shakers (Interview) Students describe two-dimensional shapes and three-dimensional objects.</p>	<p>Capacity (Practical) Students measure and order objects based on capacity using informal units.</p> <p>Counting Patterns (Short answer questions) Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line.</p> <p>Money coins (Short answer questions) Recognise Australian coins according to their value.</p> <p>On time (Short answer questions) Students explain time durations and tell time to the half hour.</p>	<p>Addition and subtraction (Short answer questions) Students carry out simple addition and subtraction.</p> <p>Chance and Data (Short answer questions) Students collect data by asking questions, draw and describe data displays and make simple inferences.</p>
	Units	<p>Material Madness 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.</p>	<p>Changes Around Me 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.</p>	<p>Living Adventure 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.</p>	<p>Now You See It! Now You Hear It! 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.</p>
	Assessment	<p>Rock the Boat (Experimental investigation) Students describe the effects of physical changes made to a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.</p>	<p>Changing Landscapes (Multimodal presentation) Students choose a day landscape and represent it using a drawing, painting, three dimensional model or digital technology. They also identify what their day landscape looks like at night and identify the features of their landscape.</p>	<p>Healthy Habitats (Habitat representation) Students will have the opportunity to represent an animal in its habitat. This representation could be a diorama, collage, picture or multi-media presentation. Students will be asked a series of questions to explain how the needs of living things are met in a habitat and predict how a change to a habitat affects living things.</p>	<p>Mobile or Musical Instrument (Experimental investigation) Students participate in a guided investigation designing a mobile or musical instrument that makes sound and light and describe the effects of interacting with it. They sort objects according to criteria and share observations with others.</p>

Learning Area		Semester 1	Semester 2
HASS	Units	<p>My Changing Life</p> <p>In this unit students will explore the following inquiry question: How has my family and daily life changed over time? Learning opportunities support students to: explore family structures and the roles of family members over time recognise events that happened in the past may be memorable or have personal significance identify and describe important dates and changes in their own lives compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences respond to questions about the recent past sequence and describe events of personal significance using terms to describe the passing of time examine sources, such as images, objects and family stories, that have personal significance share stories about the past.</p>	<p>My Changing World</p> <p>Students: draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops recognise that the features of places can be natural, managed or constructed identify and describe the natural, constructed and managed features of places examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places represent local places using pictorial maps and describe local places using the language of direction and location respond to questions to find out about the features of places, the activities that occur in places and the care of places collect and record geographical data and information, such as observations to investigate a local place reflect on learning to respond to questions about how places and their features can be cared for.</p>
	Assessment	<p>My Changing Life</p> <p>Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</p>	<p>How do places change?</p> <p>Students investigate different landscapes and skies in Australia, features of places, activities that occur in different places and how to care for places. They explore pictorial maps to further their understanding of location and directions and investigated how places change between day and night and over time. Links with Term 4 - Science Unit: Changes Around Me</p>
Technologies	Units	<p>Term 1 – Design Technologies – Links with Science Unit: Material Madness (Monitoring task)</p> <p>Students will engage in units over term 1 that links Science, English and Technology. Students will be exploring properties of materials in Science and procedure in English and their understandings in these areas will support their Technology unit. Students will design a boat and test their suitability of their materials and design.</p> <p>Term 2 – Design Technologies – Links with Science Unit: Changes Around Me</p> <p>Multi-modal presentation</p> <p>Term 1 – Digital Technologies – Links with Maths Unit: Measurement & Geometry</p> <p>Bee Bots/DASH – link to Location Assessment in Maths. Bee Bots – learning experiences.</p> <p>Term 2 – Design Technologies – Links with Science Unit: Changes Around Me</p> <p>Book Creator – Class Book</p>	<p>Term 3 – Design Technologies – Links with Science Unit: Living Adventure</p> <p>Students will engage in units over term 3 that links Science, English and Technology. Students will explore life and living in Science and information reports in English and their understandings in these areas will support their Technology unit. Students will design a diorama or collage of a habitat.</p> <p>Term 4 – Digital Technologies – Links with Maths Unit: Statistics & Probability</p> <p>Students will use digital systems to represent simple patterns in data in different ways.</p>
	Assessment	<p>Design Technologies - Rock the Boat</p> <p>Students will design a boat and test their suitability of their selected materials and design.</p> <p>Digital Technologies - Location, Location (Observation)</p> <p>Students give and follow directions to familiar locations – Bee Bots</p>	<p>Design Technologies - Healthy Habitats (Habitat representation)</p> <p>Students will have the opportunity to represent an animal in its habitat. This representation could be a diorama, collage, picture or multi-media presentation.</p> <p>Digital Technologies - Chance and Data</p> <p>Students collect data by asking questions, draw and describe data displays (using digital systems) and make simple inferences.</p>
Health	Units (To be taught and assessed by Triad Teacher)	<p>A Little Independence</p> <p>Students describe physical and social changes that occur as they grow. They recognise their own and others' strengths and achievements and discuss how these contribute to identities. Students recognise similarities and differences in individuals and groups.</p> <p>Students: describe changes that occur as individuals grow older describe how family and community acknowledge changes recognise similarities and differences in individuals. identify factors that influence personal identities. discuss how differences and similarities are celebrated and respected.</p> <p>Links with Semester 1 - HASS Unit: My Changing Life</p>	<p>Good Choices, Healthy Me</p> <p>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. Students: understand the meaning of being healthy, recognise situations and opportunities to promote health understand the relationship between personal actions and being healthy identify and explain actions related to health messages recognise situations and opportunities to promote healthy choices explore actions that help make their classroom a healthy and active place identify and explore natural and built environments in their local community where physical activity can take place consider health messages when making health decisions and selecting healthy actions recognise situations and opportunities to make healthy decisions understand how to use the decision- making steps to make healthy choices.</p>
	Assessment	<p>Collection of Work</p> <p>Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. Assessment may gather evidence of the students ability to: describe changes that occur as they grow older recognise how strengths and achievements contribute to identities.</p>	<p>Short answer questions</p> <p>Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: examine messages related to health decisions and describe actions that help keep themselves and others healthy.</p>
The Arts	Units	<p>Visual Arts – Collection of Work</p> <p>Throughout this unit students will view, discuss and reflect various artworks and use a range of mediums to recreate some artworks of their own. Students will create and display experimental and imaginative artworks to represent a sense of place, both real and imaginary. Students will express their ideas through sharing with an audience.</p>	<p>Drama - Stories Come to Life</p> <p>In this unit, students make and respond to drama by using picture books as a stimulus as they bring them to life with voice, movement, soundscapes and improvisations for performance. Students will: explore role and dramatic action in dramatic play and improvisation use voice, facial expression, movement, space and focus to imagine and establish role and situation present drama that communicates ideas based on a picture book respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.</p>
	Assessment	<p>Artwork Folio</p> <p>They will experiment with visual conventions (printmaking, mixed media, collage, and drawing) to create expressive observational artworks about places.</p>	<p>Stories Come to Life</p> <p>Students devise, perform and respond to drama using a picture book as stimulus.</p>