Year 1 - 2 – Curriculum Overview – 2024

Learning Area		*Term 1*		*Term 2*		*Term 3*		*Term 4*	
English	***Units***	**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 and present to an audience. **Explore procedural texts** Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers		**Information Report** Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers. **Explore informative texts** In this unit, students read, view and listen to a range of texts to create an informative text. Students examine and compare the text structure of a narrative and an informative text, by making comparisons between the elements and language features. They identify the text structure and organisation of informative texts and how the language is used to provide information. Students will write an informative text based on an animal of their choice.		**Narrative** Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to explore how stories use plot and characterisation to entertain and engage an audience and to create character descriptions. **Exploring Characters** Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.		**Creating a narrative.** Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new for a familiar character. **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.	
	Assessment	**Informative Written Response** – Procedure Presentation **Procedure** *Poster/ presentation* Students create, rehearse and present a procedure. (How To Grow A Bean Plant) Handwriting – Assessment Task (monitoring Task)		**Informative Written Response** – Information Report **Writing an informative text** *Informative response — written, multimodal* To create an informative text with a supporting image. Reading Comprehension		**Imaginative Written Response** – Character Description **Expressing a preference for a character** *Informative response – written Oral Presentation* Students compare characters in two versions of the same story and express a preference for a character.		**Imaginative Written Response** – Cultural Retell **Written narrative** *Written* Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text Reading Comprehension	
Maths	***Units***	**Year One** **Number & Algebra** Students: • partition numbers using place value. • carry out simple additions using counting strategies. • work through the phases of Mental Computation. **Number & Algebra** Students: • 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. • work through the phases of Mental Computation. **Statistics and Probability** Students: • classify outcomes of simple familiar events. • collect data by asking questions. • describe data displays. • draw simple data displays. • make simple inferences.	**Year Two** **Number and place value** • count collections in groups of ten • represent two-digit numbers • connect two-digit number representations • partition two-digit numbers into place value parts • round numbers to the nearest ten • investigate twos, fives & tens number sequences **Patterns and algebra** • identify the 3s counting sequence • describe number patterns, identify missing elements in counting patterns • solve simple number pattern problems. **Data representation and interpretation** • Use data to answer questions, represent data • collect simple data • record data in lists and tables • display data in a picture graph • describe outcomes of data investigations. **Chance** • identify every day events that involve chance describe events as likely, unlikely, certain, impossible	**Year One** **Number & Algebra** Students: • recognise, model, write and order numbers to 20. • work through the phases of Mental Computation. • recognise Australian coins according to their value. • Number & Algebra • Students: • carry out simple subtractions using counting strategies. • **Problem Solving** Strategies explicitly taught over a 3 Week cycle: • Draw a picture or diagram • Act it out • Part-Part-Whole **Measurement and Geometry** Students describe two and three-dimensional shapes and objects.	**Year Two** **Number and place value** • recall addition & subtraction number facts • represent addition situations • represent & partition two-digit numbers • describe part-part-whole relationships • add & subtract single and two-digit numbers • solve addition & subtraction problems • solve simple grouping & sharing problems **Money and financial mathematics** • describe the features of Australian coins • identify equivalent combinations • count collections of coins & notes. • make & compare money amounts • read & write money amounts	**Year One** **Measurement and Geometry** Students: • order objects based on capacity using informal units. • tell time to the half-hour. • explain time durations. • • identify representations of one half. **Problem Solving** Strategies explicitly taught over a 3 week cycle: • Draw a picture or diagram • Act it out Part-Part-Whole	**Year Two** **Number and place value** • count to & from 1000 • count large collections. • add strings of single-digit numbers • representing addition & subtraction • add 2-digit numbers • solve simple addition and subtraction problems • connect part-part-whole understanding to number facts • recall addition number facts • represent and partition 3-digit numbers • compare, order, read & write 3-digit numbers • read & write 3-digit numbers addition number facts • identify related addition and subtraction facts • add and subtract with two-digit numbers • represent multiplication and division. **Using units of measurement** • compare and order objects • measure length, area and capacity using informal units • compare lengths using direct comparison • compare lengths using indirect comparison • measure & compare lengths using non-standard units. **Fractions and decimals** • represent halves, quarters & eighths of shapes and collections • describe the connection between halves, quarters & eighths	**Year One** **Measurement and Geometry** Students describe two and three-dimensional shapes and objects. **Problem Solving** Strategies explicitly taught over a 3 week cycle: • Draw a picture or diagram • Act it out Part-Part-Whole	**Year Two** **Shape** • recognise, name, draw and describe the features of 2D shapes with straight sides and curved lines • describe three-dimensional objects • describe the features of familiar 3D objects. • compare and order area of shapes & surfaces • cover surfaces to represent area. **Location and transformation** • interpret simple maps of familiar locations • use appropriate language to describe locations. • identify half and quarter turns • represent flips and slides • interpret simple maps. • describe the effect of single-step transformations including turns, flips & slides • identify turns, flips and slides in real world situations. **Number and place value** • Addition and Subtraction number facts that bridge ten • Examine the inverse relationship between addition and subtraction • Use known strategies to recall addition facts: • Identifying compatible numbers • Add and subtract from a multiple of ten • Add and subtract two-digit numbers • Add three-digit multiples of ten (split and jump strategies) • Represent and solve addition and subtraction word problems

							• solve simple number problems involving halves, quarters & eighths. • divide shapes and collections into halves, quarters and eighths solve simple fraction problems.		• Describe number patterns and identify addition pattern sequences **Interpret Simple Maps** • Investigate and Interpret simple maps of familiar locations Identify the relative positions of key features. **Using units of measurement** use a calendar to identify the months of the year and the number of days in each month order days of the week connect seasons to the months of the year tell time to the quarter hour
	Assessment	**Addition to 10** Students solve simple addition problems. **My favourite 'teen' number** *(Written)* Students recognise, model, write and order numbers to 20. **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. **Chance and Data** *(Short answer questions)* Students collect data by asking questions, draw and describe data displays and make simple inferences.	**Additive number patterns** Students recognise and continue describe additive number patterns **Representing data and chance** Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.	**Shape shakers** *(Interview)* Students describe two-dimensional shapes and three-dimensional objects. **Finding a Half** *(Short answer questions)* Students identify representations of one half. **Money coins** *(Short answer questions)* Recognise Australian coins according to their value.	**Money and Additive Numbers** Students associate collections of Australian notes and coins with their values. Students solve simple two digit addition and subtraction problems using a range of strategies. **2D and 3D Shapes** *Short answer questions* Students draw two dimensional shapes, recognise the features of three-dimensional objects.	**Capacity** *(Practical)* Students measure and order objects based on capacity using informal units. **Length** *(Practical)* Students measure and order objects based on length. **Addition and subtraction** *(Short answer questions)* Students carry out simple addition and subtraction.	**Additive concepts** Students solve simple addition and subtraction problems using a range of strategies. **Count, multiply and divide** Students count to and from 1000, represent multiplication by grouping into sets and divide collections and shapes into halves, quarters and eighths. **Compare them! Order them!** Students measure, compare and order several shapes and objects using uniform informal units.	**On time** *(Short answer questions)* Students explain time durations and tell time to the half hour. **Location, Location (Observation)** Students give and follow directions to familiar locations.	**Time and calendars** Students use a calendar to identify dates and the months included in seasons. They tell time to the quarter hour. **Explaining transformations** Students explain the effects of one-step transformations.
Science	***Units***	**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.		**Good to grow** Examine how living things change as they grow. Investigate and compare changes that occur to different living things during their life stages, including similarities and differences between parents and offspring. Describe the characteristics and needs of living things in each life stage and how the needs are met. **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.		**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. **Mix, make and use** Investigate combinations of different materials and give reasons for selection of particular materials according to properties and purpose. Describe changes to objects and materials when separate and combined. Make an object which has a purpose in everyday life.		**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. **Save planet Earth** Investigate Earth's resources and describe their use. Learn importance of conserving resources for future of all living things. Propose and explain actions that can be taken to conserve Earth's resources. Share ideas about conservation of Earth's resources in a presentation.	
	Assessment	**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. **Integrated investigation** – Students explore pushes and pulls on their toy. Students will draw a labelled picture of their toy and how it moves. Students make observation and record how it moves.		Students will create a book creator that explores the life stages of an animal examined throughout unit. • Meal Worms **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.		**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. Design and create a lunchbox Students make an object to hold a wrapped sandwich and an orange. The object must be: -Made by combining different types of materials -Strong enough to be held from the top (not supported underneath) while being carried over a distance of ten metres. -Water resistant on the inside so that it can be wiped clean with a damp sponge.		**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. **Science Report** Students complete a 2 part report. Students will use measurements to make observations. Discuss the scenario presented in the picture, which shows the result of a 'fair test'.	

Learning Area		Semester 1	Semester 2
HASS	Units	**My Changing World** 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. **Are we there yet?** Inquiry question: • How are people connected to their place and other places? In this unit students: • Draw on representations of the world as geographical divisions and the location of Australia. • Recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another. • Identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale. • Understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility. • Represent connections between places by constructing maps and using symbols. • Examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections. • Respond with ideas about why significant places should be preserved and how people can act to preserve them.	**My Changing Life** 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. **Impacts of technology over time** Inquiry question: • How have changes in technology shaped our daily life? In this unit students: • Investigate continuity and change in technology used in the home, e.g. in toys or household products. • Compare and contrast features of objects from the past and present. • Sequence key developments in the use of a particular object in daily life over time. • Pose questions about objects from the past and present. • Describe ways technology has impacted on peoples' lives making them different from those of previous generations. • Use information gathered for an investigation to develop a narrative about the past.
	Assessment	**How do places change?** 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.	**How do places change?** 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
Technologies	Units	**Design Technologies – Links with Science Unit: Material Madness** 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. **Design Technologies** **Design a lunchbox** Students explore the properties of different materials and work through the design process to create a functioning lunchbox.	**Digital Technologies** Computers: Handy helpers In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: • recognise and explore how digital and information systems are used for particular purposes in daily life • collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems • work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.
	Assessment	**Design Technologies - Rock the Boat** Students will design an object which can carry something and test their suitability of their selected materials and design. Students make an object to hold a wrapped sandwich and an orange. The object must be: - Made by combining different types of materials -Strong enough to be held from the top (not supported underneath) while being carried over a distance of five metres. -Water resistant on the inside so that it can be wiped clean with a damp sponge.	**Digital Technologies -** Collect, sort and organise data to share with the class in an online space and explore and work with algorithms to write a sequence of instructions to navigate virtual robots.

Health	***Units***	**A Little Independence** 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. 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. Links with Semester 1 - HASS Unit: My Changing Life	**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. 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.
	Assessment	**Collection of Work** 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.	**Short answer questions** 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.
The Arts	***Units***	**Visual Arts – Collection of Work - Ken Done** 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. How and why artists present ideas through different representations and processes. Give opinions on artworks. How artworks are created. Use and apply conventions such as line, shape, colour and texture. Experience role of artist & audience. Reflect on practice.	**Drama - Stories Come to Life** 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. **Media Arts:** Students explore ideas and learn about composition, sound and technologies to construct stories or advertisements.
	Assessment	**Artwork Folio** They will experiment with visual conventions (printmaking, mixed media, collage, and drawing) to create expressive observational artworks about places.	**Stories Come to Life** Students devise, perform and respond to drama using a picture book as stimulus. **Media Arts** Students make and share artwork using story principles, composition, sound and technologies