

**Year 1 CURRICULUM OVERVIEW**

	Term 1	Term 2	Term 3	Term 4
	<b>Incursion: Raw Art</b>	<b>Excursion: Nudgee Beach EEC 'Everyone's backyard' - Science</b>	<b>Incursion: Hearty Little Kitchen English</b>	<b>Excursion: Morton Bay EEC 'Connect with Heritage'-HASS</b>
<b>ENGLISH</b>	<b>Literary Discussion- Opinions about Characters</b>	<b>Informative- Living Things</b>	<b>Expressing Opinions- Procedures</b>	<b>Recount- Fairytales</b>
	Students explore imaginative texts featuring characters, settings and events. They discuss how language and visuals develop characters, share responses and preferences, and create short written and oral responses to stories.	Students engage with informative and imaginative texts about familiar topics. They identify how informative texts use structure, language and visuals to report and describe, and create simple factual texts using learnt vocabulary and punctuation.	Students explore texts that present ideas as procedures. They identify features of procedural and persuasive texts, share and adapt procedures, and create their own simple procedural texts using topic-specific vocabulary.	Students revisit narrative texts with clear characters, settings and events. They explore how authors use language and visuals to build meaning and create their own short imaginative stories or recounts using simple sentences and key details.
<b>MATHS</b>	<b>Number, Space and Statistics</b>	<b>Number and Algebra</b>	<b>Number and Measurement</b>	<b>Number and Algebra</b>
	<ul style="list-style-type: none"> <li>Use materials and numbers to explore representation, partitioning, composition, and patterns, extending understanding beyond two digits.</li> <li>Explore situations with curiosity and imagination, recognise patterns, and communicate thinking in different ways.</li> <li>Move people and objects using simple transformations, directions, and pathways, and classify shapes and objects in the environment.</li> <li>Collect, sort, and represent data from simple surveys, identify patterns, and compare information using objects, images, drawings, lists, or symbols.</li> </ul>	<ul style="list-style-type: none"> <li>use physical and virtual materials to demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones</li> <li>use skip counting to quantify physical collections</li> <li>recognise patterns in numbers and extend knowledge of numbers beyond two digits</li> <li>use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li> <li>explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate that numbers can be represented, partitioned and composed in various ways (for example: partition collections into equal groups, skip count) and extend their knowledge of numbers beyond two digits</li> <li>use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li> <li>explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning</li> <li>measure the length of shapes and objects using uniform informal units in an everyday situation.</li> </ul>	<ul style="list-style-type: none"> <li>connect understanding of numbers to at least 120 by representing, partitioning and composing in various ways</li> <li>use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li> <li>use skip counting to quantify physical collections initially by 2s, 5s, 10s</li> <li>recognise repeated patterns in numbers, symbols and objects using physical and virtual materials.</li> </ul>
<b>SCIENCE</b>	<b>Science as a Human Endeavour</b>	<b>Biological Science</b>	<b>Earth Science</b>	<b>Physical Science</b>
	Students are introduced to science as a way to explore, observe, and understand the world around them. They learn that scientists ask questions, make predictions, collect information, and observe carefully to see how things change and interact. Through hands-on investigations and real-world examples, students discover how science helps people, solves problems, and supports care for living things and the environment. Over the unit, they practice noticing patterns, testing ideas, and reflecting on their learning, developing the skills and habits of a young scientist.	Students explore and compare the needs of plants and animals, recognising that all living things share some basic requirements like air, water, food, and shelter. They ask questions, follow safe procedures, and make observations, using tables or graphic organisers to group plants and animals based on their needs. Students investigate how places meet the needs of living things and how people use this knowledge, such as caring for pets, growing plants, and protecting habitats. They use digital tools to collect information and create visual models, learning from scientists how science helps us care for living things and their environments.	Students explore how daily and seasonal changes in the environment affect living things and everyday life. They observe patterns in weather, such as temperature and rainfall, and learn how these influence plants, animals and people. Through hands-on investigations and observations, students collect and record data, make predictions, and connect science to real-life decisions like dressing for the weather or planning outdoor activities.	Students explore how forces, such as pushes and pulls, affect the movement and shape of objects. They investigate how different strengths and directions of force cause objects to move, stop or change shape. Through hands-on toy-making projects, students plan, test, observe and record how forces work in real-world contexts, using everyday and scientific language to describe their findings.

<b>HASS</b>	<b>Geography</b>		<b>History</b>	
	<p>Students develop knowledge and understanding of the features of local places, including natural, managed and constructed environments, and consider how these places change over time. They examine the ways people care for places, including how First Nations Australians care for Country/Place.</p> <p>As they explore the importance of places in their own lives and the lives of others, students collect information from observations, maps and other sources to describe features, explain how places change, and draw conclusions to suggest ways they can be cared for. Through this, they foster a sense of belonging, connection and responsibility.</p>		<p>Students explore how the past is remembered, represented, and shared. They investigate families and communities of the past, comparing daily life, objects, stories, and traditions with those of the present. Students learn how changes and continuity can be seen in their own lives and those of their families over time.</p> <p>They examine personal and family histories, using sources such as photographs, oral histories, and artefacts to learn about events and special celebrations that are significant in their own and others' lives. Students also learn that Aboriginal and Torres Strait Islander Peoples have the world's oldest continuous cultures, exploring how these groups pass on stories, knowledge, and traditions across generations.</p>	
<b>HPE/HEALTH</b>	<b>Understanding the development of self and emotional responses</b>		<b>Exploring health information and applying fundamental movement skills</b>	
	<p>Students explore personal qualities and investigate factors that influence and shape their identities. They develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others. They identify ways to use their strengths and personal qualities to contribute to successful outcomes.</p> <p>Through story-telling, exploration and active play, students practise skills and strategies to manage emotions and develop respectful relationships.</p>		<p>Students practise their fundamental movement skills in a range of physical activities. They refine and extend these to increase the complexity of locomotor and object control skills. Students demonstrate and explain how to move effectively with objects and in space.</p> <p>Through participation in a range of movement situations, students continue to develop movement skills independently and collaboratively and develop and apply rules. They demonstrate and describe strategies for participating respectfully in active play and minor games.</p> <p>Students investigate and explore how health information contributes to making healthy choices.</p>	
<b>TECHNOLOGY</b>			<b>Design and Technologies: Food and fibre production; Food specialisations</b>	<b>Design and Technologies- Engineering principles and systems; Materials and technologies specialisations</b>
			<p>Students explore how plants and animals are grown and processed for food and how food meets personal and community needs. They investigate tools, equipment, materials, and processes used in food production, considering how these support healthy and sustainable choices. Students generate and communicate design ideas for a healthy snack, select a design, safely make it, and evaluate its effectiveness, using labelled drawings and simple digital tools. They also learn safe practices with digital tools and reflect on their learning, identifying features of food technologies and sharing their designed solutions.</p>	<p>Students explore how technologies and materials affect the movement of products and consider how designs meet personal and social needs. They generate and select design ideas based on their preferences. Students use materials, tools, components, and techniques to safely create and test a designed solution. They reflect on their work and participation in the design process, noticing what worked well and what could be improved.</p>
<b>THE ARTS</b>	<b>Visual Arts</b>		<b>Dance</b>	
	<p>Students explore ideas, experiences, and stories through a range of visual arts techniques and materials. They experiment with colour, line, shape, texture, and space to create artworks that express their thoughts and feelings. Students use observation and imagination to represent their world and share their work with others, responding to artworks by noticing details and describing what they see.</p>		<p>Students explore movement to express ideas, emotions, and stories, using their bodies in space with awareness of rhythm, speed, and levels. They respond to music, sounds, and everyday experiences by creating and performing simple dance sequences. Students develop coordination, confidence, and creativity, and they discuss their own and others' movements, noticing how different movements can communicate meaning.</p>	
<b>LANGUAGES</b>	<b>Who am I?</b>	<b>The Farm</b>	<b>The Pet Shop</b>	<b>Shapes</b>
	<p>Students become familiar with the sound systems of the Japanese language, including pronunciation and rhythm. Students describe and present information about oneself using formulaic language patterns.</p>	<p>Students become familiar with the sound systems of the hiragana 46 sounds. Students will be able to identify the farm animal names and its onomatopoeia (animal sounds). Students also will be able to describe the animal sides and colours.</p>	<p>Students become familiar with the sound systems of the hiragana 46 sounds. Students will be able to identify pet names and converse with a pet shop keeper by describing which pet they would like to buy according to number, size and colour.</p>	<p>Students will be able to identify the names of 2-dimensional shapes. They will be able to describe the shapes, size and colours of objects. They will create and orally present a report on a robot made from 2D shapes, in Japanese language sentences.</p>

