Year 1 – Term 3 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students engage with a range of imaginative and informative texts that explore procedures and how they are organised. They read, view and comprehend decodable and authentic texts, including picture books, stories, films, animations and information texts. Students investigate the text structures, language features and visual elements of simple procedural texts, using topic-specific vocabulary to share and retell procedures for different audiences and purposes. They also express opinions about texts using persuasive language and reasons to support their ideas. Through speaking, listening, reading and writing activities, students create their own procedural texts and participate in discussions and short oral presentations.	Students will be assessed on their ability to present a spoken text about a favourite game by sharing an opinion, recounting a simple procedure, and explaining why others should play it. They will organise ideas in a logical sequence with an opening, middle and conclusion, using connectives such as first, then, next and finally, as well as topic-specific vocabulary. Students will express opinions and provide simple justification using persuasive language, including modal verbs such as should and will. They will demonstrate clear speaking skills, appropriate volume and expression, active listening, turn-taking, and the ability to ask and answer relevant questions during group discussions.
Mathematics 	In Mathematics, students develop their understanding of number, algebra and measurement through practical learning experiences and mathematical modelling. They recognise, represent and order numbers to at least 120, quantify collections, and use skip counting by twos, fives and tens to identify and create patterns. Students solve addition, subtraction, sharing, grouping and simple money problems using a range of strategies, materials and representations. They compare and order objects and events using length, mass, capacity and duration, and describe the sequence of events using units of time such as days, weeks, months and hours. Throughout the unit, students explain and communicate their mathematical thinking and reasoning.	Students will be assessed on their ability to use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping. They will represent problems in different ways using numbers, drawings, objects and other mathematical representations, and explain how these representations are connected. Students will also compare, order and measure objects using the attributes of length, mass, capacity and duration, communicating their reasoning with appropriate comparative language. They will measure and compare lengths using uniform informal units, demonstrate accuracy and consistency when measuring, and explain their mathematical thinking when solving and comparing real-world problems.
Science Earth & Space 	In Science, students explore how daily and seasonal changes in the environment affect plants, animals and people. Through hands-on investigations and observations, they identify patterns in weather and seasons and learn how these changes influence everyday decisions, such as choosing clothing and planning activities. Students collect, sort and represent information using tables, pictographs and other visual displays. They investigate how people, including First Nations Australians, use environmental knowledge and signs in nature to predict weather and respond to seasonal changes. Throughout the unit, students develop inquiry skills, use scientific vocabulary, and communicate their observations and understandings through discussions, recordings and creative representations.	Students will be assessed on their ability to describe daily and seasonal changes in the environment and explain how these changes affect plants, animals and people. Using weather observations collected throughout the unit, they will identify and describe patterns in weather and seasons and explain how people use these patterns to make predictions and decisions about everyday activities. Students will sort and represent weather data using pictographs, tables and organisers, and describe the relationships shown in the information. They will communicate their observations, findings and ideas using everyday and scientific vocabulary, supported by appropriate visuals, during a weather report presentation.
HASS History (Semester 2) 	In HASS, students explore continuity and change by investigating family life and daily activities across generations. They examine how families can be similar and different, and compare aspects of life in the past and present, including homes, toys, schooling, traditions, shopping, leisure activities and technology. Through photographs, artefacts, oral histories and discussions, students develop skills in asking questions, collecting and sorting information, and identifying patterns of change and continuity. They use time-related language and visual representations to communicate their ideas and findings. By comparing their own experiences with those of older family members, students build an understanding of how life changes over time.	Students will be assessed on their ability to identify continuity and change in family life by comparing aspects of their own childhood with those of their parents or grandparents, including family roles, homes, school, chores and play. They will develop and ask questions about life in the past, collect and sort information from interviews, observations and provided sources, and sequence information correctly. Students will interpret and discuss similarities and differences, share personal preferences and explain their reasons. They will communicate their findings through spoken narratives, using pictures or photographs and historical vocabulary such as in the past, then, before I was born and now to describe changes over time.
The Arts Music (Semester 2)	In Music, students explore how music is experienced across different cultures and communities, including through the work of First Nations Australian musicians. They develop listening, singing and instrument-playing skills by learning about beat, rhythm and pitch through hands-on music-making activities. Students practise keeping a steady beat, identifying and performing rhythm patterns using ta and ti-ti, and matching pitches using so and mi. They create, represent and perform their own musical compositions using voices, body percussion and instruments. Throughout the unit, students combine musical elements such as rhythm, pitch, tempo and dynamics to compose, practise and share music confidently in informal performance settings.	Students will be assessed on their ability to compose and perform a short musical piece using rhythm and pitch. They will create an 8-beat rhythm pattern using ta and ti-ti, select appropriate pitches using so and mi, and represent their composition using matchsticks. Students will then perform their composition on chime bars, demonstrating accurate rhythm, steady beat and matching pitch. They will also show listening skills by responding to elements of music such as tempo, dynamics, pulse and rhythm. Through their composition and performance, students will combine pitch and rhythm patterns to create music that demonstrates contrasts in musical elements, such as loud and soft, fast and slow, and sound and silence.
The Arts Visual Arts (Semester 2) 	In Visual Arts, students explore how artists use the elements of colour, line and shape to communicate ideas, feelings and stories. They investigate warm and cool colours, different types of lines, and a variety of shapes through discussions, artwork analysis and hands-on artmaking. Students experiment with a range of materials and techniques to create artworks inspired by their own ideas and by artists, including First Nations Australian artists. They develop visual arts vocabulary to describe and respond to artworks, explain their artistic choices, and reflect on how visual elements can be used to express meaning, emotions and experiences.	Students will be assessed on their ability to create and share an artwork that uses lines and colours to represent feelings, thoughts and ideas. Using a range of visual arts materials and techniques, they will experiment with colour, line, texture and layering to communicate meaning in their artwork and explain the choices they made. Students will also respond to artworks by identifying where they experience visual arts, describing what they recognise in an artwork, and discussing the features, materials and techniques an artist may have used. They will share their ideas and preferences using appropriate visual arts vocabulary to communicate their understanding of artworks.
The Arts Media Arts (Semester 2) 	In Media Arts, students explore how media artworks are experienced in everyday life, at school and in the community, and how media can be used to share stories, ideas and culture. They view and respond to a range of media artworks, including works by First Nations Australian media artists, to investigate how images, sounds, text and movement communicate meaning. Students develop skills in discussing and interpreting media artworks, identifying their purpose and audience. Using digital technologies, they plan, create and refine their own media artwork by combining visual and audio elements. Throughout the unit, students make purposeful creative choices, use media technologies safely and responsibly, and share their completed work with others.	Students will be assessed on their ability to identify where they experience media arts in their lives and communities and explain how media artworks communicate stories, ideas and cultural knowledge. They will respond to a media artwork by discussing its purpose, audience, and the ways visual and audio elements such as images, colours, music and sounds are used to create meaning. Students will also create a two-scene digital media artwork using images, text, movement and sound to represent different environments. They will demonstrate safe and purposeful use of media technologies, share their completed work with an audience, and explain how they created it and what they enjoyed about the process.
HPE Health 	In Health, students explore who they are and what makes them unique by learning about their personal qualities, achievements, and the groups and communities to which they belong. Through stories, discussions, movement and cooperative activities, students describe their own strengths and identify how these contribute to their identities. They learn about belonging to families, classes, teams and cultural communities, including First Nations Australian cultures and Australians of Asian heritage. Students also compare their identities with those of others, recognising similarities and differences while demonstrating respect and kindness. Throughout the unit, they develop an understanding of how qualities, achievements and connections with others help shape individual and shared identities.	Students will be assessed on their ability to explain how personal qualities, achievements, and the groups and communities they belong to contribute to their identity. They will describe a person or character they know, identifying that person's qualities and achievements, and explain how these characteristics help shape identity. Students will compare themselves with another person, identifying similarities and differences between their identities. Through an interview-style response, they will communicate their ideas using full sentences and relevant examples, demonstrating an understanding that people have unique identities while also sharing connections with others.
HPE Movement 	In Health and Physical Education, students develop and apply fundamental movement skills through a variety of target games and ball activities. They practise skills such as throwing, rolling, catching, aiming and controlling objects while moving safely and confidently in different spaces. Students investigate different ways of moving their bodies and manipulating equipment, exploring which strategies are most effective for different game situations. Through active participation, they develop spatial awareness, coordination and control, while learning to make decisions about movement and skill execution. Students reflect on their experiences and discuss how different movement techniques can improve success and participation in physical activities.	Students will be assessed on their ability to apply fundamental movement skills in a variety of target games and ball activities. They will demonstrate control when sending, receiving and manipulating objects, and use locomotor and non-locomotor skills to move effectively in different movement situations. Students will show spatial awareness by adjusting their speed, direction and level to improve performance and success in games. They will also explain how different movement strategies, body positions and object-control techniques help them move effectively with objects and in shared spaces, using examples from their participation in target games and ball activities.