










Year 1 – Term 2 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	<p>In English, students will read and enjoy a range of informative and imaginative texts, including picture books, poems and stories such as Wombat Stew and The Lighthouse Keeper’s Lunch. They will learn how informative texts are organised and how words and pictures help share information clearly. Students will compare informative texts with stories to see how they are similar and different. They will practise writing simple informative texts about procedures, using clear sentences, basic punctuation, topic words and correct spelling of some common words.</p>	<p>Students will be assessed on their ability to write a simple procedure text about a familiar topic. They will show they can organise their writing with a title, materials list and steps in the correct order. Students will use descriptive words and action verbs, write clear simple sentences, and use capital letters and full stops correctly. They will include pictures to support their writing and use topic words from shared texts to clearly explain how to make their “disgusting stew.”</p>
Mathematics 	<p>In Mathematics, students will build strong number skills by working with numbers up to 120. They will learn to read, write, show and order numbers using hands-on materials, number lines and charts. Students will break numbers into parts (such as tens and ones), group objects to count efficiently, and practise skip counting by 2s, 5s and 10s. They will also add and subtract numbers within 20 using a range of strategies and explore number, shape and object patterns.</p>	<p>Students will be assessed on their ability to solve addition and subtraction problems with numbers up to 20 using strategies such as counting on or back, using materials, drawing pictures, or breaking numbers into parts. They will show and explain their thinking and record answers as number sentences using +, – and =. Students will also show how numbers can be made in different ways by breaking one- and two-digit numbers into parts, including tens and ones, using hands-on materials and simple explanations.</p>
Science Physics 	<p>In Science, students will explore how forces work by learning about pushes and pulls. They will investigate how the strength and direction of a push or pull can change how objects move or change shape. Through hands-on activities linked to everyday life, such as playground equipment, sports and toys, students will ask questions, make predictions and carry out simple investigations safely with others. They will record what they notice using drawings, tables and simple charts, and explain how forces affect objects around them.</p>	<p>Students will be assessed on their understanding of how pushes and pulls affect how objects move and change shape. They will ask simple questions, make predictions based on their experiences, and safely test ideas through hands-on activities. Students will show forces using drawings or models and record what they observe using words, pictures or short videos. With guidance, they will compare what happened with what they predicted, talk about what they noticed, and suggest how an investigation could be made fairer next time.</p>
HASS Geography (Sem 1) 	<p>In HASS, students explore the features of their local places and how these places can change over time. They learn to identify natural, managed and constructed features in their school and community, use simple maps and directional language, and observe how weather and seasons affect these places. Students listen to Dreamtime stories to understand why natural features are important to First Nations Australians and compare traditional and modern care practices. They collect and sort information, draw conclusions about changes, and suggest actions to care for local places.</p>	<p>Students will be assessed on how well they identify features of local places on a map and describe directions for moving from one place to another. They will explain the natural, managed and constructed features in their environment, how these places change over time, and why people care for them (e.g., watering plants in dry weather). Students will develop questions, collect and sort information from observations and provided sources, and use this information to draw conclusions about how places change. They will also propose actions to improve a place and imagine how it might change in the future.</p>
The Arts Music (Sem 1) 	<p>In Music, students build their musical skills by learning to keep a steady beat and recognise simple rhythm patterns, including one and two sounds on a beat. They explore pitch using ‘so’ and ‘mi’ and develop their listening skills by identifying musical comparisons such as same/different, high/low, fast/slow and loud/quiet. Through singing, movement, games and listening activities, students strengthen their confidence in performing, responding to and creating music.</p>	<p>Students will be assessed on how well they keep a steady beat, clap or perform simple rhythm patterns, and show one or two sounds on a beat. They will demonstrate their ability to sing using ‘so’ and ‘mi’ and listen for musical comparisons such as high/low, fast/slow, loud/quiet and same/different. Students will also show how they use these skills when singing, moving, playing percussion instruments and responding to music in class.</p>
The Arts Dance (Sem 1) 	<p>In Dance, students explore dance by creating, rehearsing and performing short movement sequences that express ideas and feelings from their everyday lives. Through guided improvisation, simple choreography and playful movement games, they develop fundamental movement skills and learn to use the elements of dance to communicate meaning. Students reflect on where they see dance in their lives and respond to dances using simple vocabulary. They rehearse and perform their own dances in informal settings, building confidence, creativity and teamwork while practising safe and expressive movement.</p>	<p>Students will be assessed on how they identify places where they experience dance and describe movement patterns using their own words and simple dance vocabulary. They will demonstrate fundamental movement skills, show safe and expressive dance practice, and use improvisation to explore ideas. Students will also rehearse and perform short, learned dance sequences, expressing ideas through movement, and showing dynamics such as smooth, sharp, slow or fast actions.</p>
HPE Health (Sem 1) 	<p>In Health, students learn how health information helps them make safe and healthy choices every day. They explore common health messages such as pedestrian crossings, traffic signs and safety labels, and learn safe practices around medicines and household poisons. Students discover the benefits of eating a variety of foods and learn how advertising can influence what we choose to eat. They also explore personal hygiene routines like handwashing and brushing teeth, and ways to care for the environment through recycling and composting.</p>	<p>Students will be assessed on how well they explain different health messages and practices in their community, such as safety signs, traffic signals, hygiene routines and food choices. They discuss the purpose of these messages and why health information is important for keeping themselves safe and making healthy decisions.</p>
HPE Movement 	<p>In Movement, students will practise and refine fundamental movement skills through athletics-based activities. They will explore running, jumping, balancing, throwing and catching through fun rotations such as short races, jumping challenges and simple throwing activities. Students will use equipment in different ways and learn how movement can be enjoyable both indoors and outdoors. As they work with partners and small groups, students will develop teamwork, cooperation and problem-solving skills while learning to move safely and confidently in shared spaces.</p>	<p>Students will be assessed on how they use fundamental movement skills in athletics activities. This includes running at different speeds, jumping for distance or height with control, and throwing objects using safe and appropriate techniques. Students will demonstrate awareness of others and move safely in shared spaces while participating in simple athletics challenges and games. They will be assessed on how well they apply these skills across a range of athletics activities, showing growing confidence, coordination and control.</p>
Technologies Digital (Sem 1) 	<p>In Digital Technologies, students will learn how to collect, sort and represent data using both hands-on and digital methods. They will gather information through simple surveys and observations, classify it into categories, and record it using tally marks and picture graphs. As their skills develop, students will use digital tools to organise data and create visual displays. They will practise interpreting their graphs to explain what the data means and draw simple conclusions. By the end of the unit, students will understand how data is gathered, organised and used to help make sense of the world.</p>	<p>Students will be assessed on how well they use familiar digital tools to represent and organise data in different ways, such as pictures, symbols, numbers and words, and recognise that these formats can show the same information. They will use basic digital features to create, find and share content safely, using agreed names and cooperating respectfully with others. Students will also demonstrate their understanding of online safety by explaining why permission is needed before sharing personal details and recognising that websites and apps may store information like usernames or email addresses.</p>