

## Year 1 – Term 1 Curriculum Overview

Learning Area	Unit description	Assessment of learning
<b>English</b> 	<p>In English, students engage with a wide range of stories to learn about characters, settings and events. They read simple decodable books and authentic texts such as picture books and rhymes. Students explore how language and illustrations help build characters and story meaning, and they share their likes, dislikes and reasons. They take part in shared and independent writing activities, join in class discussions and learn to give short oral presentations in response to the texts they read and view.</p>	<p>Students will be assessed on how well they share ideas and retell key events from familiar stories in order, using characters and plot to explain what happened. They express opinions about characters using simple reasons (e.g., “because..”) and descriptive words, including comparatives like “better”. Students organise their ideas with a clear beginning, middle and end, and use connected sentences with words such as “first,” “then” and “finally.” They also use vocabulary learned throughout the unit and experiment with volume, pace and intonation to make their oral presentations clear and engaging.</p>
<b>Mathematics</b> 	<p>In Mathematics, students explore 2D shapes and 3D objects by identifying, describing and sorting them based on their features. They investigate where shapes and objects appear in their environment and build models to compare similarities and differences. Students learn to give and follow simple directions using positional and directional language. They also collect, record and represent data using lists, tally marks, pictographs and digital tools, and interpret their findings to answer questions. Throughout the unit, students develop confidence working with numbers to 50 initially, recognising patterns, ordering numbers and representing tens and ones.</p>	<p>Students will be assessed on how well they make, compare and classify shapes and objects by describing features such as sides, corners, faces, edges and vertices, and how they connect these to everyday items. They will collect and record categorical data, organise it into tally charts and one-to-one pictographs, compare which categories have more or fewer items, and explain how the data answers a question. Students will also be monitored on their ability to give and follow simple directions to move themselves or objects safely within a space.</p>
<b>Science</b> <b>Biology</b> 	<p>In Science, students explore what living things need to survive and how their habitats meet these needs. Through hands-on activities and outdoor investigations, they compare the needs of plants and animals, such as air, water, food and shelter, and observe living things in natural and built environments. Students help care for a class plant or animal, keep a bean-growth diary and engage with stories like A House for Hermit Crab to deepen their understanding. They develop inquiry skills by sorting data, creating labelled models and communicating findings, and finish the unit by designing a habitat that supports a living thing.</p>	<p>Students will be assessed on how well they identify the basic needs of plants and animals, such as air, water, food and shelter, and explain why caring for living things is important. They describe how different plants and animals meet their needs in places such as gardens, ponds and parks. Students use tables with drawings or photos to record plant growth over time and sort information into groups. They communicate their observations using drawings, labels and simple scientific vocabulary, and create a labelled design of a habitat that shows how it supports a living thing.</p>
<b>HASS</b> <b>Geography</b> 	<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>
<b>The Arts</b> <b>Music</b> 	<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>
<b>The Arts</b> <b>Dance</b> 	<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>
<b>HPE</b> <b>Health</b> 	<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>
<b>HPE</b> <b>Movement</b> 	<p>In Movement, students will practise and refine a range of fundamental movement skills through fun, active rotations. They will explore different ways of moving their bodies, including balancing, jumping, running, throwing and catching, and will use equipment in increasingly challenging ways. Students participate in outdoor and indoor activities and learn how movement can be enjoyable in different settings. They will also develop teamwork, cooperation and problem-solving skills as they work with partners and groups.</p>	<p>Students will be assessed on how they use a range of fundamental movement skills. This includes sending, controlling and receiving objects in different ways, such as throwing, catching, bouncing and kicking. They will also demonstrate locomotor skills like running, hopping, skipping and galloping while showing awareness of others and moving safely in shared spaces. Students will be assessed on how well they apply these skills across a variety of movement activities and games.</p>
<b>Technologies</b> <b>Digital</b> 	<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>