

Year 1 (P-1), Term 2, 2025 Curriculum Overview



<p>English <i>This will be taught, assessed and reported on</i></p> <p>Students engage with texts that present sequences of events and instructions, with a focus on procedural texts such as <i>How to Wash a Woolly Mammoth</i>. Imaginative and informative texts with related themes and topics are chosen to complement these texts.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts. Through texts, students explore how print and digital informative texts such as reports, and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences.</p> <p>Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.</p>	<p>Maths <i>This will be taught, assessed and reported on</i></p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • 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 • 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 • use spatial features to classify shapes and objects and recognise shapes and objects in the environment and communicate reasoning (for example: explaining choices when ordering objects)
<p>Science <i>This will be taught, assessed and reported on</i></p> <p>Students learn that everyday materials can be physically changed in a variety of ways. They will conduct investigations with different objects, including everyday materials. Predictions and comparisons will be made about how the shapes of objects made from different materials can be physically changed through actions such as bending, stretching and twisting. Students will also explore how materials change when heated or cooled.</p>	<p>HaSS <i>This will be taught in Term 2, but not assessed or reported on until Semester 2</i></p> <p>With a focus on farming, students investigate how the present is different from or similar to the past. They will pose questions about the past and use sources, such as interviews, photographs, artefacts and original video footage to gather information and communicate their understandings. They will develop empathetic understanding by analysing how daily life in the past differed from theirs.</p>
<p>HPE <i>This will be taught, assessed and reported on</i></p> <p>For Health & Wellbeing, students will identify personal character traits that make them similar and different to others, build social skills and strategies for making new friends and begin to understand what makes a good friend, begin to recognise and respect diversity, as well as practice conflict resolution strategies that include being responsive rather than reactive, to help manage and resolve disagreements constructively. For PE, students will engage in a program of golf instruction provided by a professional coach. They will also apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively.</p>	<p>Auslan <i>This will be taught, but not assessed or reported on</i></p> <p>Student will learn to sign and recognise a wider range of emotions and feelings in Auslan. They took part in Emotions Bingo, sang and signed the Emotions Song, and began constructing simple sentences using signs and expressive features.</p>
<p>Technologies</p> <p>In 2025, this learning area will be taught in Term 1.</p>	<p>The Arts <i>This will be taught, but not assessed or reported on</i></p> <p>Students explore rhymes and songs as stimulus for music making and responding. Students will:</p> <ul style="list-style-type: none"> • develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes. • sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes.