

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



<p><b>English</b> <i>This will be taught, assessed and reported on</i></p> <p>Students engage with a range of texts that depict characters, settings and events including 'The Lorax' by Dr. Suess.</p> <p>They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.</p>	<p><b>Maths</b> <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"> <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>
<p><b>Science</b> <i>This will be taught, assessed and reported on</i></p> <p>Students learn that everyday materials have properties and 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 wet or dry.</p>	<p><b>HaSS</b> <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 technology, 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><b>HPE</b> <i>This will be taught, assessed and reported on</i></p> <p>For Health &amp; 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.</p> <p>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><b>Auslan</b> <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><b>Technologies</b></p> <p>In 2025, this learning area will be taught in Term 1.</p>	<p><b>The Arts</b> <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"> <li>• 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.</li> <li>• sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes.</li> </ul>