

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



<p>English <i>This will be taught, assessed and reported on</i></p> <p>Students engage with a range of informative texts that report and describe topics of interest and content linked to the Science learning area topic of growing plants. Imaginative 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.</p> <p>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"> • develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities • use physical and virtual materials to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond two digits • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others • use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations • use simple surveys to collect and sort data, based on a question of interest, such as colour of eyes; recognise that data can be represented in different ways such as objects, images, drawings, lists and symbols; compare and discuss data by identifying patterns.
<p>The Arts <i>This will be taught, but not assessed or reported on</i></p> <p>Students explore the use of dots as a fundamental element of art making. Students will:</p> <ul style="list-style-type: none"> • explore how dots can be used to create patterns, textures, colours and meaning in artworks • investigate the work of a range of artists who use dots, including Aboriginal artists, and use their influences to develop their own artworks • display artworks and share ideas about visual language choices they made in their artwork 	<p>HPE <i>This will be taught, assessed and reported on</i></p> <p>For Health & Wellbeing, students will identify and express the six basic emotions with a focus on happy and sad, recognize when emotions are escalating and begin to use strategies to manage and/ or access support, as needed. Begin to understand the notion of the thinking, emotion and body brain. For PE, students will engage in a program of gymnastics provided by a coach from Gymnastics Australia. They will also apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively.</p>
<p>Science <i>This will be taught, but not assessed or reported on</i></p> <p>Students develop an understanding of the basic needs of living things and how these needs are met in different environments. Students also investigate the specific needs of plants in the school community garden. Through hands-on activities and outdoor exploration, students develop an appreciation for the importance of caring for living things and providing appropriate environments for them to thrive.</p>	<p>Auslan <i>This will be taught, but not assessed or reported on</i></p> <p>Students built on their understanding of Auslan by learning to sign and recognise the Auslan alphabet, use basic greetings, and follow simple classroom instructions. Through games like Alphabet Bingo and alphabet dice, and performing the Welcome Auslan song, students developed confidence in fingerspelling and responding to signed communication in structured settings.</p>
<p>Technologies <i>This will be taught, assessed and reported on</i></p> <p>Students explore algorithms. Through hands-on activities, they learn to match algorithms to tasks and follow simple algorithms to solve problems. Students develop sequencing skills by ordering steps correctly and using arrows to show logical flow. They practise describing algorithms clearly with words and pictures, ensuring each step is easy to follow.</p>	<p>HaSS</p> <p>In 2025, this learning area will be taught in Terms 2 and 3.</p>