

Year 1 (P-1), 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 texts that depict characters, settings and events. 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. 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>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 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 skip counting to quantify physical collections • recognise patterns in numbers and extend knowledge of numbers beyond two digits • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events.
<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>