



## Year 1 Term 3 2025 Curriculum Snapshot

### Science- Changes around me

**Students will** describe the observable features of a variety of landscapes and skies. They will consider changes in the sky and landscape, and the impact of these changes on living things. Students will represent observable features about changes in the sky and landscapes and how they affect everyday life.

**They will demonstrate their understanding by** describing objects and events that they encounter in their lives and record what is in the sky at day and night time.



### The Arts -DANCE

**Year 1 Students will** perform a dance for family and friends. They will explore different dance moves and elements to perform this dance.

#### MUSIC -Introducing Taa & Ti-Ti

Students will continue to build on their repertoire of rote songs and continue to develop the skill of pitch-matching (in-tune singing). Students will become aware of melodic Taa & Ti-ti.

**To demonstrate their understanding students will** perform an 8 beat rhythm using paddle pop sticks and perform their composition.

### Japanese – An introduction to Japanese 1J Term 3

**Students will** learn greetings, numbers and songs. They will explore the culture of Setsubun and Hinamaturi.

*This subject is not assessed in this year level.*

### YEAR 1 EVENTS TERM 3 (Please always check class notices as well)

Monday 4 August – National Aboriginal and Torres Strait Islander Children's day  
Wednesday 13 August – EKKA holiday  
Wednesday 27 August – Camp afternoon and dinner with parents  
Thursday 28 August- Book Week Dress Up Parade  
Friday 5 September -Student Free Day – no school on this day  
Wednesday 17 September - Dance night

### English

#### Procedures and examining language of communication

Students will look at different procedures and use oral language to express how to make, play or cook something. They will look at the language of opinion.

#### Reading and comprehending skills

- read aloud, with developing fluency and intonation
- recall key ideas and recognise literal and implied meaning in texts
- make predictions
- listen to others when taking part in conversations, using appropriate language features
- listen for and reproduce letter patterns and letter clusters

#### Writing and presenting skills

- write simple sentences with noun groups and verbs
- use full stops, and capital letters to begin sentences
- Use capital letters for proper nouns

#### To demonstrate their understanding students will:

Create a favourite pizza and present orally how to make this pizza and state why it is their favourite pizza.



### Mathematics- Term 3

**Students will know and understand concepts in the following areas:**

#### Number and problem solving

- addition, subtraction, equal sharing and grouping
- use calculation strategies - materials, part-part-whole diagram, expanding method used, drawing
- quantify sets of objects, to at least 120 by partitioning collections into equal groups using number knowledge and skip counting

#### Space

- Make, compare and classify familiar shapes
- Recognising 2D shapes & 3D objects

#### Measurement

- Describe the duration and sequence of events using years, months, weeks, days and hours
- record significant events, compare time durations
- Measure length of shapes using informal units. Compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration

#### To demonstrate their understanding students will:

- Inquiry problem - Using mathematical modelling to solve practical problems
- Demonstrate how to measure, compare and classify shapes and objects using measurement words and informal units

### Design Technology - Showtime

Students will explore the characteristics and properties of materials and components that are used to produce a puppet to match in with a story.

**To demonstrate their knowledge** the children will complete a folio and follow the design process and record design, make the puppet and then review the design and what changes they could make.

### HASS - History and Social Studies My Changing World

**In this unit students will** explore the following key inquiry question:  
*How has the world around me changed over time?*

Students will investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it.

#### To demonstrate their understanding students will:

- read and draw a map of a local area and identify different features
- know how to care for the local area and look at how places have changed over time

### Health

#### My Safety My Responsibility

Students will identify social changes that occur as they grow older, and recognise ways they can take some responsibility for their own safety in different situations including road safety.

**They will demonstrate their understanding by** describing changes that occur as they grow older, select and apply strategies to keep themselves safe and how they can ask for help with tasks or problems.

### Physical Education – movement Catch me if you can?

Students will participate in tagging games, which incorporate the fundamental movement skills of dodging and running.

#### They will demonstrate their understanding by:

- displaying positive ways to interact with others
- demonstrating fundamental movement skills in different movement situations and test alternatives to solve movement challenges