



# Curriculum Snapshot

## Year 1 Term 1

### 2024

Special events this term  
28<sup>th</sup> March Easter Bonnet Parade  
28<sup>th</sup> March Cross Country

### Science

#### Materials Madness

**Students will** explore and describe everyday materials. They will look at how materials can be physically changed in a variety of ways according to their properties.

**Students will demonstrate their understanding by** designing and making a boat to see if it will sink or float.

### The Arts

#### DRAMA: Stories come to life T1 & T2

**Students will know and understand** that texts and stories can be enacted using voice and movement.

**They will demonstrate their understanding by** making and presenting drama based on a text using the elements of role and situation, voice, facial expression, movement and space to establish role.

#### MUSIC – beat

Students will continue to learn songs and rhymes by rote and distinguish between singing and speaking voices. They will keep the beat using appropriate instruments. **To demonstrate their knowledge** students will perform a known rhyme and accompany with the beat.

### Japanese

#### An introduction to Japanese

Students learn about greetings, numbers, culture. They will learn Japanese through songs. They will introduce themselves by saying their name in Japanese. (Students are not assessed in this subject)

### English Term 1

#### Exploring and retelling stories.

In this unit students will listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures.

Students will understand what a narrative is and explore the different parts of a narrative, including plot, character and settings. They will continue to develop reading and decoding skills. Students will discuss literal and inferred meaning and retell key events.

In writing, students will sequence events, write beginning, middle and end to retell a story. They will make connections with their own experiences and share ideas with peers.

**Students will demonstrate their understanding by:**

- Explaining the purpose of a narrative text.
- Identifying the text structure.
- Identifying characters and events in the narrative and explain how they have had a similar experience.
- use text structure to identify key events in a story (sequencing)
- Identifying literal meaning about characters and events in a narrative.
- Write sentences to sequence events of a story, including pictorial representations of characters and settings.

### Mathematics TERM 1

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

**Number and Place value:** Count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence. Represent and order 'teen,' describe teen numbers referring to the ten and ones, describe growing patterns and represent two-digit numbers.

**Units of measure:** Sequence days of the week and months of the year. Investigate the features and function of calendars, record significant events, compare time durations

**Chance and Data:** Ask a suitable question for gathering data, gather, record and represent data. Describe the outcomes of familiar events.

**Geometry:** investigate and describe the features of three-dimensional objects and two-dimensional shapes.

**Students will demonstrate their understanding in mathematics by:**

- Classifying outcomes of simple familiar events.
- Interpret and construct a simple graph.
- Describe and name features of 2D shapes and 3D objects

### HASS - History and Social Studies

#### My Changing Life

**In this unit students will** explore the following key inquiry question: *How has my family and daily life changed over time?*

Students will identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time. They will ask questions to gain information.

**They will demonstrate their understanding by** identifying, describing and sequencing personal and family events.

### Health

#### We all Belong

**Students will** recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others' feelings and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.

**To demonstrate their knowledge** students will show how strengths and achievements contribute to their identity and identify how emotional responses impact on others' feelings.

### Physical Education – movement

#### Catch me if you can.

Students will participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They will propose a range of alternatives and test alternatives to solve movement challenges and interact with others in a positive manner. **Students will demonstrate** these skills and show positive ways to interact with others.