



Year 1 2025 Term One - Curriculum Overview



School Priorities 2025

An Engaging Education and an Innovative Approach

An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.



A Chance to Shine & Building futures and success

A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.



A School with Heart

A school with heart developing students' Growth Mindset and the 'Power of Yet'.



Please check our school website regularly for upcoming events

Save the Date:

Welcome to MRSS 2025: **Wednesday 19th February**
School photos: **Friday 7th February** (Preps and new students **only**)
Parent-Teacher interviews: **Wednesday 26th March**
Harmony day & World Down Syndrome Day: **Friday 21st March**
Cross country: **Wednesday 2nd April**
Free Dress Day: **Thursday 3rd April**
Easter bonnet parade: **Friday 4th April**

ENGLISH – Exploring informative texts

In this unit students listen to, read and view a range of traditional and digital information books to explore the language features and text structures of informative texts. They will learn to identify key ideas and use this information to create informative sentences. Students will plan and write their own short information text and draw an image to support their text. The focus for reading lessons will include developing fluency and decoding strategies as well as consolidating strategies to identify main ideas and answer text dependent questions.

Assessment: Students will write a short information text about a familiar animal with a matching labelled diagram.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Number** – 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
- **Algebra** - recognise patterns in numbers and extend knowledge of numbers beyond two digits and use skip counting to quantify physical collections initially by 2s, 5s, 10s
- **Data** - 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.

Assessment: Students will collect, record and represent data in one-to-one displays, they will partition one- and two-digit numbers in different ways and create patterns and use skip counting to quantify collections

SCIENCE – Changes around me

In this unit, 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 themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.

Assessment: Students describe objects and events that they encounter in their everyday lives. Students describe changes in the local environment. Students respond to questions and sort and share observations.

HASS – My changing life

This HASS unit will be taught and assessed across Term 1 and 2. Students will explore the following inquiry question:

- *How has my family and daily life changed over time?*

Students will:

- explore family structures and the roles of family members over time
- identify and describe important dates, events and changes in their own lives
- compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences
- sequence and describe events of personal significance using terms to describe the passing of time

Assessment: *This term, students will identify, describe and sequence personal and family events. They will also share stories about the past using everyday terms to denote the passing of time.*

THE ARTS

Music

Students will engage with Music during Term 1 this semester. During this unit, students will explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and conserved.

Assessment: *Students will perform a song about the environment. They will also describe the music they performed and identify some elements of music.*

Visual Arts

In Visual Arts, the students will explore the representation of emotions in portraiture through experimentation with a range of materials and processes. They will explore the visual language of portraiture in artworks by a range of artists and use this to develop their own artworks. Students will share emotive visual language choices they made in their artworks.

Assessment: *Students will create portraits that show emotion. They will also share ideas about portraits and describe how artists represent emotions in artworks.*

Dance

In Dance, students will make and respond to dance by exploring dance from other countries and cultural groups as stimulus. They will develop their own dance sequences, using the elements of dance and fundamental movement skills to communicate new dance ideas to an audience. Students will respond to dances from a range of countries/communities, considering where and why people dance.

Assessment: *Students will choreograph and perform a dance for an audience. They will also describe where and why people dance and describe elements of the dance they performed.*

TECHNOLOGIES

Digital Technologies

This curriculum area will be taught and assessed in Term 2.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education are a combined grade on report cards.

Health

This curriculum area will be taught and assessed in Term 2.

Physical Education

This term, students will refine basic floatation and propulsion skills for freestyle swimming.

Assessment: *Students will demonstrate competence when entering and exiting the pool. They will incorporate elements of movement to perform recognised strokes of freestyle and backstroke.*