



# Year 1 2025 Term Two - Curriculum Overview



## School Priorities 2025

### Quality Teaching

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



### Student Success

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



### Connected Community

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:

ANZAC Service: 24<sup>th</sup> April  
Mother's Day Stall: 9<sup>th</sup> May  
Yr 1 Excursion : 9<sup>th</sup> June  
Under 8's Day: 20<sup>th</sup> June  
Junior Sports Day: 25<sup>th</sup> June



## ENGLISH – Exploring stories and characters

Students will listen to, discuss and respond to a range of familiar texts, including imaginative stories. They will share their ideas and opinions during class discussions and retell key events from stories. Students will practise using topic-specific vocabulary and features of voice such as expression, volume, and tone to make their speaking more engaging. They will begin to use simple details when expressing a preference or opinion about a character or event in a story.

**Assessment:** Students will complete a speaking and listening task where they will share their opinion about a character, giving reasons for their choice.

## MATHEMATICS

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

- **Number and place value** – Students will represent, order and name numbers up to at least 20 using physical and virtual materials and numerals. They will count forwards and backwards to and from 20 and connect number names, numerals and quantities. Students will recognise and name the number of objects in small collections using subitising (up to 5), and partition and combine collections up to 10 in different ways using part-part-whole strategies. They will demonstrate how one- and two-digit numbers can be partitioned in different ways, including into tens and ones, and use this understanding to solve problems involving addition and subtraction to 20. Students will use calculation strategies and mathematical modelling to solve practical problems involving adding, subtracting, equal sharing, and grouping.
- **Shape** – Students will identify, make, compare and classify shapes and objects based on their features. They will describe lines, faces and familiar two-dimensional and three-dimensional shapes, and use this knowledge to sort and construct using familiar materials.

**Assessment:** Students will solve addition and subtraction problems to 20 using calculation strategies and use mathematical modelling to solve practical problems involving addition, subtraction. Students will make, compare, and classify shapes and objects.

## SCIENCE – Bend it Stretch it!

Students use their senses to investigate a range of materials, describing their properties. They explore how they can physically change materials with various actions like bending, stretching, moulding, cutting and folding. They look at how objects have been physically changed to suit a particular purpose.

**Assessment:** Students describe the objects and materials they encounter in their everyday lives. They describe the effects of interacting with materials and objects. To make a prediction, participate in a guided investigation 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 and describe special events. They will also identify and describe aspects of daily life that have stayed the same and changed over time.*

## THE ARTS

### Music

This curriculum area was taught and assessed in Term 1.

### Visual Arts

This curriculum area was taught and assessed in Term 1.

### Dance

This curriculum area was taught and assessed in Term 1.

## TECHNOLOGIES

### Digital Technologies

This term, students describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts. Students will also work independently and with others to create and organise ideas.

**Assessment:** *To represent data to make meaning, to create and share information using collected data to convey meaning.*

## HEALTH AND PHYSICAL EDUCATION

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

### Health

In this unit, students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.

**Assessment:** *Students will recognise how strengths and achievements contribute to identity and identify how emotional responses impact on others' feelings.*

### Physical Education

This term, students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will also solve large ball challenges in a variety of games.

**Assessment:** *Students will send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges.*