



# Year 1 2024

## Term Four – Curriculum Overview



### School Priorities 2024

#### 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:

Colour Run – Wednesday 9<sup>th</sup> October  
Junior Swimming Carnival – Friday 6<sup>th</sup> December

## ENGLISH – Exploring Procedural Texts

In this unit, students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create their own procedural text to describe how to complete a task. Students will continue to develop their comprehension, decoding and fluency when reading.

**Assessment:** Students will create a procedure for a disgusting food item (e.g. sandwich) which combines written and visual elements.

## MATHEMATICS

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

- **Number and place value** - count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts.
- **Fractions and decimals** - identify one half.
- **Patterns and algebra** - describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns.
- **Chance** - identify the chance of events occurring, predict outcomes of familiar events.
- **Data representation and interpretation** - ask suitable questions to collect data, collect and represent data.

**Assessment:** Students will carry out simple addition and subtraction. They will identify representations of one half and they will collect data by asking questions, draw and describe data displays and make simple inferences.

## SCIENCE – Light and Sound

In this unit, students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.

**Assessment:** Students sort objects according to criteria and share their observations with the teacher. They also complete an investigation to describe how sound can be made louder or softer by increasing the contents of the shaker. Students also pose their own question and make a prediction.

## HASS – My Changing World

This HASS unit will be taught and assessed across Term 3 and 4. Students will explore the following inquiry question:

- *What are the features of my local places and how have they changed?*

Students will:

- draw on studies at the personal and local scale, including familiar places (e.g. the school, local park and local shops)
- recognise that the features of places can be natural, managed or constructed
- identify and describe the natural, constructed and managed features of places
- examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places
- represent local places using pictorial maps and describe local places using the language of direction and location
- respond to questions to find out about the features of places, the activities that occur in places and the care of places
- collect and record geographical data and information, such as observations to investigate a local place
- reflect on learning to respond to questions about how places and their features can be cared for.

**Assessment:** *Students will recognise different scales of familiar places, the features of places and how these features might change over time. They will also recognise that the world is divided into geographic divisions and investigate how people are connected to places.*

## THE ARTS

This curriculum area was taught and assessed in Term 3.

## TECHNOLOGIES

### Design Technologies

In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.

**Assessment:** *Students will design a character puppet with moving parts to use in a puppet show.*

## HEALTH AND PHYSICAL EDUCATION

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

### Health

In this unit, 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 practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.

**Assessment:** *Students will describe changes that occur as they grow older. They will select and apply strategies to keep themselves safe and able to ask for help with tasks or problems.*

### Physical Education

Students will demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They will perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.

**Assessment:** *Students will demonstrate fundamental movement skills in a variety of movement sequences and situations. They will perform movement sequences that incorporate the elements of movement.*