

# YEAR 1 Curriculum Overview Term 1 2024



## PEDAGOGICAL FRAMEWORK Gradual Release of Responsibility

1

What am I learning?

2

Why am I learning this?

3

How will I know that I have learnt it?

### ENGLISH

- 1 Students **listen** to, **read**, **view** and **interpret** multimodal literary texts. Students will write a retell of a cultural story.
- To **entertain** an audience through a range of cultural texts
- 2 Students will:
- **Read** and **respond** to cultural texts
  - **Write** and **sequence** a retell using correct narrative structure
- 3
- **Identify** and **use** language features specific to the text.

### LIBRARY

- 1 Students **retell** picture books of cultural stories.
- 2 To **develop** knowledge of language and text conventions.
- 3 Students will:
- **Identify** characters, settings, events whilst retelling high quality children's literature.

### SPECIAL EVENTS

- Australia Day Public Holiday – 26 Jan
- Trackdance Auditions – 29 Jan
- Parent Information Night – 1 Feb
- Leadership Induction – 23 Feb
- Junior School photos – 28 Feb
- Junior School Disco – 1 Mar
- Parent Teacher Interviews – 18-28 Mar
- Easter Hat Parade – Week 10
- Street Science Incursion – 25 Mar
- Cross Country – 27 Mar
- Free Dress Day – 28 Mar
- Good Friday Public Holiday – 29 Mar

### MATHEMATICS

- 1 Students **develop** knowledge of numbers from 1-100 and how to **represent** them in different ways. They **identify** repeating patterns and **measure** length with informal units.
- 2 To **understand** how to apply maths skills and concepts in our everyday lives.
- 3 Students will:
- **Count** to and from 100, skip **count** by 10s, **locate** numbers on a number line and **partition** numbers using place value
  - **Recognise**, **represent** and **order** numbers from 0 to 100
  - **Continue** patterns involving objects
  - **Order** and **compare** objects based on lengths using informal units.

### HEALTH

- 1 Students **recognise** how strengths and achievements contribute to identities and **identify** how emotional responses impact on others' feelings.
- 2 To **understand** that all students belong and have an important role to play in learning, health and wellbeing.
- 3 Students will:
- **Recognise** and **examine** their strengths and individuality
  - **Identify** and **describe** strengths, their own and others' feelings and **recognise** how it can help in their own learning and social skills.

### PHYSICAL EDUCATION

- 1 Students **develop** movement skills
- 2 To **apply** these to any physical activity.
- 3 Students will:
- **Perform** locomotor movements: run, skip, hop and jump
  - **Perform** locomotor movements using different body parts to travel in different directions.

### SCIENCE

- 1 Students **observe and describe** features of a variety of landscapes and skies and develop an **understanding** of changes in an environment.
- 2 Science helps people to **understand** changes over time and the effect of weather patterns.
- 3 Students will:
- **Identify**, **consider** and **share** changes in the sky (weather) and landscape (seasons), and the impact of these changes on themselves and other living things
  - **Represent** observable features.

### THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **build** on their musical skills through rhymes, songs, instruments, media, games as a stimulus for music making and responding
- 2 To **develop** aural skills and to notice the musical qualities of instruments.
- 3 Students will:
- **Sing** and **play** instruments (e.g. marimba, ukulele, djembe) to improvise
  - **Practice** a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places
  - **Create** compositions and **perform** music to communicate ideas to an audience
  - **Respond** to music and **consider** where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.

### HUMANITIES AND SOCIAL SCIENCES

- 1 Students will learn to **describe** important **dates** and changes in their own lives
- 2 To **share** stories about their important dates and **understand** why aspects of their daily life have changed over time.
- 3 Students will:
- **Identify** and **describe** and important personal and family events
  - **Describe** and **sequence** important personal changes from the past to now
  - **Share** a story about an important and/or personal event
  - **Locate** personal and family events on a calendar.

### THE ARTS – VISUAL ARTS (Specialist Teacher)

- 1 Students **use** and **experiment with** different materials, techniques, technologies and processes
- 2 To **create** artworks of animals from around the world.
- 3 Students will:
- **Analyse** examples of artists' work
  - **Identify** different mediums and equipment used to create artworks
  - **Identify** how different animals that have different features can be captured and represented in different ways
  - **Create** a series of artworks using different mediums using artists' examples and children's literature as stimulus.