YEAR 1 Curriculum Overview Term 4 2026



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 **write** a procedural text and **interact** with peers, **sharing** information and **expressing** opinions.
2. To **understand** that a procedural text gives instructions on how to do or make something.
3. **Students will:**
   - **Identify** the purpose of procedural texts
   - **Identify** and list what is needed
   - **Sequence** steps
   - **Draw** illustrations to support their procedure
   - **Read** and **write** procedural texts to **identify** and **apply** knowledge of structure and language features
   - **Listen** and **share** ideas with peers.

MATHEMATICS

1. Students **develop** knowledge of the number (number representation and equal grouping and sharing), measurement (duration) and statistics (data representation) strands of the Australian Curriculum.
2. To **understand** how to apply maths skills and concepts in their everyday lives.
3. **Students will:**
   - **Partition** collections into equal groups and skip count in twos, fives or tens
   - **Compare** and **order** events based on duration
   - **Solve** addition and subtraction problems
   - **Use** mathematical modelling to **solve** sharing and equal grouping problems
   - **Collect** and **record** categorical data
   - **Create** one-to-one displays
   - **Compare** and **discuss** data representations.

SCIENCE

1. Students **investigate** how different pushes and pulls change the motion and shape of objects.
2. To **understand** how forces are used in everyday life.
3. **Students will:**
   - **Pose** questions to **make predictions** based on experiences
   - **Follow** safe procedures to **make** and **record** observations
   - **Use** provided tables and organisers to **sort** and **order** data and information
   - With guidance, **compare** observations with predictions and **identify** further questions
   - **Use** everyday vocabulary to **communicate** observations, findings and ideas.

HUMANITIES AND SOCIAL SCIENCES

1. Students **understand** how places change and how they can be **cared for** by different groups including First Nations Australians.
2. To **understand** features of places and how First Nations Australians care for Country.
3. **Students will:**
   - **Recognise** and **describe** the natural, managed and constructed features of places
   - **Represent** local places **using** pictorial maps
   - **Respond** to questions about the features of places, activities that occur in places and how to care for places
   - **Explore** traditional First Nations Stories about Country and how they take care of different places.

LIBRARY (Specialist Teacher)

1. Students **identify** and **compare** features of imaginative and informative texts.
2. To **develop** reading comprehension skills and **understand** how different texts communicate meaning.
3. **Students will:**
   - **Identify** characters, settings and key events in imaginative texts.
   - **Use** clues from texts and illustrations to make inferences.
   - **Compare** the purposes and features of imaginative and informative texts.
   - **Discuss** how text features help readers understand meaning.

PHYSICAL EDUCATION (Specialist Teacher)

1. Students **develop** swimming and gymnastic skills.
2. To **improve** coordination and be safe in and near the water.
3. **Students will:**
   - **Learn** about water awareness and safety
   - **Develop** and correct basic swimming strokes
   - **Follow** procedures to enter and exit the pool safely
   - **Develop** gymnastic movement skills and **explore** ways to move and balance.

TECHNOLOGIES – Design Technologies

1. Students **create** an invitation for a school-based event to encourage families to attend.
2. To **understand** how to work through the design process.
3. **Students will:**
   - **Use** the design process to **create** an original invitation design
   - **Evaluate** and **make** improvements to their design
   - **Use** equipment safely to **make** their design.

HEALTH

1. Students **develop** respectful relationships and **apply** protective behaviours to keep ourselves and others safe.
2. To **develop** skills and strategies that we can use in everyday situations.
3. **Students will:**
   - **Demonstrate** skills respectful behaviours using appropriate words, actions and body language
   - **Identify** how others may feel in different situations
   - **Apply** respectful behaviours using appropriate words, gestures and body language
   - **Identify** people and places that help you feel safe
     Propose help-seeking strategies to keep ourselves and others safe.

THE ARTS – MUSIC (Specialist Teacher)

1. Students **create** music using the ukulele and sing songs as a class.
2. To **develop** overall aural skills.
3. **Students will:**
   - **Sing** songs and **play** instruments
   - **Learn** different strumming patterns on the ukulele.

THE ARTS – VISUAL ARTS (Specialist Teacher)

1. Students **use** and **experiment** with different materials, techniques, technologies and processes to **create** artworks with inspiration from art from around the world.
2. To **develop** students' fine motor skills, sketching and understanding of how different materials can be used to visually express ideas.
3. **Students will:**
   - **Create** a series of artworks using a range of techniques and materials
   - **Use** different processes and **explore** how they affect artworks
   - **Identify** how artists from different countries have unique styles and how this can inspire students' ideas and creativity.

SPECIAL EVENTS

- Swimming lessons – Week 3 to Week 7
- Spark Lab Science Excursion – 12 October
- JS Arts Jam – 13 November
- Year 3 Dance Performance – 25 November
- Year 3 to Year 5 Track dance: 3–9 Steps Forward Performance – 2 December
- Free Dress Day & Christmas Appeal – Week 9 TBC
- Teddy Bear's Picnic (Year 1 Family Celebration) – 7 December
- Inflatable Grove – 10 December
- Prep – Year 5 Reports emailed – 10 December