

SEMESTER ONE

SEMESTER TWO

ENGLISH	CURRICULUM KNOWLEDGE	<p>Imaginative text focus</p> <p>Engaging with imaginative stories (U1)</p> <p>Students engage with a range of texts that depict characters, settings and events.</p> <p>They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.</p>	<p>Informative text focus</p> <p>Exploring and creating informative texts (U2)</p> <p>Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts. Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences. Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.</p>	<p>Persuasive text focus</p> <p>Expressing opinions about procedures in texts (U3)</p> <p>Students engage with a range of texts that contain topics or story elements that can be presented as a procedure.</p> <p>They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts.</p> <p>Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details.</p> <p>Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations.</p>	<p>Imaginative text focus</p> <p>Exploring and responding to imaginative texts (U4)</p> <p>Students engage with a range of texts that depict characters, settings and events.</p> <p>They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure.</p> <p>Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning.</p> <p>Students engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details.</p>
	ASSESSMENT	<p>Summative assessment</p> <p>Students share ideas and express an opinion about a character from a familiar imaginative text.</p>	<p>Summative assessment</p> <p>Students read, view and comprehend a simple informative text.</p> <p>Students create an informative text to report on a familiar topic.</p>	<p>Summative assessment</p> <p>Students create a short-spoken text to recount a simple procedure.</p>	<p>Summative assessment</p> <p>Students read, view and comprehend an imaginative text.</p> <p>Students create a short-written recount of a familiar imaginative text.</p>

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MATHEMATICS	CURRICULUM KNOWLEDGE	<p>Students develop proficiency and positive dispositions towards mathematics and its use as they:</p> <p>Number and Algebra</p> <ul style="list-style-type: none"> • demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others <p>Space</p> <ul style="list-style-type: none"> • use simple transformations, directions and pathways to move the positions of people and objects within a space <p>Statistics</p> <ul style="list-style-type: none"> • use simple surveys to collect and sort data, based on a question of interest • recognise that data can be represented in different ways • explain patterns in the results 	<p>Students develop proficiency and positive dispositions towards mathematics and its use as they:</p> <p>Number and Algebra</p> <ul style="list-style-type: none"> • partition 1-digit numbers and 2-digit numbers • recognise patterns in numbers and extend knowledge of numbers beyond 2 digits • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers • use curiosity and imagination to explore situations and choose ways of representing thinking when communicating with others • quantify collections using skip counting <p>Measurement</p> <ul style="list-style-type: none"> • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events 	<p>Students develop proficiency and positive dispositions towards mathematics and its use as they:</p> <p>Number</p> <ul style="list-style-type: none"> • demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers • develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities <p>Space</p> <ul style="list-style-type: none"> • recognise shapes and objects in the environment • reason spatially and use spatial features to classify shapes and objects <p>Measurement</p> <ul style="list-style-type: none"> • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity) 	<p>Students develop proficiency and positive dispositions towards mathematics and its use as they:</p> <p>Number and Algebra</p> <ul style="list-style-type: none"> • demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits • develop a sense of equivalence, fairness, repetition and variability when engaging in play-based and practical activities • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others • quantify collections using skip counting
	ASSESSMENT	<p>Summative assessment</p> <p>Space: (Monitoring) Students give and follow directions to move people and objects around an obstacle course.</p> <p>Statistics: collect, record and represent data in a one-to-one display and compare and discuss data.</p>	<p>Summative assessment</p> <p>Number: Students partition one- and two-digit numbers in different ways and solve addition and subtraction problems to 20 using calculation strategies.</p>	<p>Summative assessment</p> <p>Number: Students use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and equal grouping.</p> <p>Space: Students make, compare and classify shapes and objects. Students measure the length of shapes and objects using uniform informal units.</p>	<p>Summative assessment</p> <p>Number and algebra; Students partition one- and two-digit numbers, create patterns and use skip counting to quantify collections.</p>

		SEMESTER ONE		SEMESTER TWO	
		DIGITAL TECHNOLOGIES		DESIGN AND TECHNOLOGIES	
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p>Unit 1: Computers – Handy Helpers</p> <p>In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will:</p> <ul style="list-style-type: none"> recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems work independently and with others to create and organise ideas and information, and share these with known people in safe online environments. 		<p>Unit 3: It's show time <i>Materials and technologies specialisations</i></p> <p>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. Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> investigating materials, technologies for shaping and joining, and how designs meet people's needs generating and developing design ideas producing a puppet that meets the design brief evaluating their design and production processes collaborating and managing by working with others and by sequencing the steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Science Year 1 Unit 2 — Material madness 	
	ASSESSMENT	<p>Summative assessment</p> <p><u>Assessment task 1</u> – Everyday digital systems</p> <p><u>Assessment task 2</u> – Multimedia Class Profile</p> <p>Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.</p>		<p>Summative assessment</p> <p>Students design a character puppet with moving parts to use in a puppet show.</p>	
SCIENCE	CURRICULUM KNOWLEDGE	<p>Unit 1: Living adventure</p> <p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.</p>	<p>Unit 3: Changes around me</p> <p>Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life</p>	<p>Unit 4: Exploring light and sound</p> <p>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</p>	<p>Unit 2: Material Madness</p> <p>Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.</p>
	ASSESSMENT	<p>Summative assessment</p> <p><i>Describing a habitat</i> – Students describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others.</p>	<p>Summative assessment</p> <p><i>Rocking the boat</i> – Students describe the effects of physically changing a material to make a boat that floats. To make a prediction, participate in a guided investigation and record and share observations.</p>	<p>Summative assessment</p> <p><i>Exploring land and sky</i> – Students describe objects and events that they encounter in their everyday lives. To describe changes in the local environment. To respond to questions and sort and share observations.</p>	<p>Summative assessment</p> <p><i>Investigating light and sound</i> – Students participate in a guided investigation designing a toy that makes sound, and describe the effects of interacting with it. To sort objects according to criteria and share observations with others.</p>

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HASS	CURRICULUM KNOWLEDGE	<p>Unit 1: My changing life</p> <p>In this unit students will explore the following inquiry question:</p> <ul style="list-style-type: none"> • How has my family and daily life changed over time? <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> • explore family structures and the roles of family members over time • recognise events that happened in the past may be memorable or have personal significance • identify and describe important dates 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 • respond to questions about the recent past • sequence and describe events of personal significance using terms to describe the passing of time • examine sources, such as images, objects and family stories, that have personal significance • share stories about the past. 	<p>Unit 2: My changing world</p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> • What are the features of my local places and how have they changed? <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the personal and local scale, including familiar places, for example, 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 and interviews to investigate a local place • reflect on learning to respond to questions about how features of places can be cared for.
	ASSESSMENT	<p>Summative assessment</p> <p>To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</p>	<p>Summative assessment</p> <p>Students conduct an inquiry to investigate places and their features at a local scale and to answer the inquiry question: "How do we care for our place and why is it important?"</p> <p>Students collate a collection of work using Book Creator. Students will share their observations through audio, visual, pictorial and written responses.</p>

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		Visual Arts	Media Arts
THE ARTS	CURRICULUM KNOWLEDGE	<p>Unit 1: New Stories</p> <p>In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the visual language of storytelling in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues display artworks and share ideas about narrative elements and visual language choices they made in their artworks describe and interpret narrative elements in artworks 	<p>Unit 5: What can you hear?</p> <p>In this unit, students explore the existence and impact of sound as a representation of settings and characters in the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore soundscapes through capturing audio from their community and using media technologies to communicate ideas about where and why sounds can be heard experiment with audio recording and image capture to draw attention to sounds in the community present soundscapes which may present alternate interpretations (eg. matching game; sounds with different images) describe and discuss sound effects and audio in media art works of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples
	ASSESSMENT	<p>Summative assessment</p> <p>Students explore ideas about representing stories and experiences through collage and mixed media.</p>	<p>Summative assessment</p> <p>Students explore the impact of sound as a representation of settings characters in a community.</p>
Music			
THE ARTS	CURRICULUM KNOWLEDGE	<p>Where and Why</p> <p>Students are given opportunities to find and develop their in-tune singing voice by singing many simple songs. Identifying the beat and rhythm while singing and differentiating between the beat and rhythm are a focus in preparation for learning the first two rhythmic syllables. Students explore and discuss where and why people make music and how music can create different moods.</p>	<p>Ta and Titi</p> <p>Students continue to develop their in-tune singing voice and ability to keep the beat by performing limited range, simple songs. They will learn the first two rhythmic elements Students begin to compose music using these rhythms. They listen and respond to music, identifying known rhythmic elements in music they hear.</p>
	ASSESSMENT	<p>Summative assessment</p> <p>Students:</p> <ul style="list-style-type: none"> sing a simple song with a partner or individually perform the beat and rhythm in a group. Perform either the beat or rhythm with a partner, while hearing the other discuss where and why people make music and identify feelings different pieces of music evoke listen to and respond to music that features different instruments and different musical elements and the purpose the music was composed 	<p>Summative assessment</p> <p>Students:</p> <ul style="list-style-type: none"> sing known song individually while performing actions on the beat compose and perform 8 beat rhythmic pattern (ta and titi) derive the rhythm of known songs and abstract phrases (ta and titi) respond to the music of the "march of the animals" by recognising musical elements like fast/presto or slow/adagio, soft/piano or loud/forte and short, sharp/staccato or smooth/legato

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HEALTH	CURRICULUM KNOWLEDGE	<p>Our changing life (FLSS Unit 1)</p> <p>Students explore how their lives have changed over time and describe changes to relationships. They will have the opportunity to identify tasks they do by themselves and how this has changed since they were younger.</p>	<p>Emotional Responses (FLSS Unit 2)</p> <p>Students explore how a person's reaction to a situation can affect other's feelings. They will identify positive ways to react in different situations.</p>	<p>Keeping healthy, safe and active (FLSS Unit 3)</p> <p>Students explore actions to help make the classroom a healthy, safe and active place. They have an opportunity to demonstrate how being fair and respectful contributes to the class health and wellbeing.</p>	
	ASSESSMENT	<p>Summative assessment</p> <p>Students describe changes that occur as they grow older.</p>	<p>Summative assessment</p> <p>Students identify how emotional responses impact on others feelings.</p>	<p>Summative assessment</p> <p>Students select and apply strategies to keep themselves healthy and safe.</p>	
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PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p>Soccer</p> <p>Students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings.</p>	<p>Athletics</p> <p>Students explore elements of movement while developing fundamental movement skills in athletic events (running, jumping, throwing). They will perform fundamental movement skills, with and without equipment, in simple movement sequences that incorporate elements of movement in athletic events.</p>	<p>Mini Volleyball</p> <p>Students will perform fundamental movement skills when participating in volleyball skills and activities. They will test alternatives to solve movement challenges and identify how the heart reacts to various physical activities.</p>	<p>Tennis</p> <p>Students will develop fundamental movement skills in a variety of movement situations when playing and performing tennis activities. They will test alternatives to solve movement challenges when performing tennis skills.</p>
	ASSESSMENT	<p>Summative assessment</p> <p>Students demonstrate fundamental movement skills in a variety of situations and alternatives to solve movement challenges when doing soccer skills and activities. They demonstrate positive ways to interact with others.</p>	<p>Summative assessment</p> <p>Students perform movement sequences that incorporate the elements of movement in running, jumping and throwing events, They identify how the body reacts to different physical activities.</p>	<p>Summative assessment</p> <p>Students demonstrate fundamental movement skills in a variety of movement situations when participating in volleyball games and activities. They test alternatives to solve movement challenges.</p>	<p>Summative assessment</p> <p>Students demonstrate fundamental movement skills in a variety of movement situations while participating in tennis activities. They test alternatives to solve movement challenges.</p>