

2026 CURRICULUM AND ASSESSMENT PLAN

Year One

SEMESTER ONE

SEMESTER TWO

ENGLISH	OUTLINE	Engaging with imaginative stories (U1) Students engage with a range of texts that depict characters, settings and events.	Exploring and creating informative texts (U2) Students engage with a range of informative texts that report on and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts.	Expressing opinions about procedures in texts (U3) Students engage with a range of texts that contain topics or story elements that can be presented as a procedure.	Exploring and responding to imaginative texts (U4) Students engage with a range of texts that depict characters, settings and events.
		Summative assessment 1.1 To share ideas and express an opinion about a character from a familiar imaginative text. (Speaking & Listening)	Summative assessment 2.1 To read, view and comprehend a simple informative text. (Reading & Viewing) 2.2 To create an informative text to report on a familiar topic. (Writing & Creating)	Summative assessment Assessment 3.1 To create a short, spoken text to recount a simple procedure. (Speaking & Listening)	Summative assessment Assessment 4.1 To read, view and comprehend an imaginative text. (Reading & Viewing) 4.2 To create a short written recount of a familiar imaginative text. (Writing & Creating)
MATHEMATICS	OUTLINE	Number, Space and Statistics (U1) Students: <ul style="list-style-type: none"> • develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities • use physical and virtual materials to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond two digits • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others • use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations • use simple surveys to collect and sort data, based on a question of interest, such as colour of eyes; recognise that data can be represented in different ways such as objects, images, drawings, lists and symbols; compare and discuss data by identifying patterns. 	Number, Algebra and Measurement (U2) Students: <ul style="list-style-type: none"> • use physical and virtual materials to demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones • use skip counting to quantify physical collections • recognise patterns in numbers and extend knowledge of numbers beyond two 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 • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events. 	Number, Space and Measurement (U3) Students: <ul style="list-style-type: none"> • demonstrate that numbers can be represented, partitioned and composed in various ways (for example: partition collections into equal groups, skip count) and extend their knowledge of numbers beyond two 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 • use spatial features to classify shapes and objects and recognise shapes and objects in the environment and communicate reasoning (for example: explaining choices when ordering objects) • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning • measure the length of shapes and objects using uniform informal units in an everyday situation. 	Number and Algebra (U4) Students: <ul style="list-style-type: none"> • connect understanding of numbers to at least 120 by representing, partitioning and composing in various ways • 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 • use skip counting to quantify physical collections initially by 2s, 5s, 10s • recognise repeated patterns in numbers, symbols and objects using physical and virtual materials.
		Summative assessment 1.1 Statistics: collect, record and represent data in a one-to-one display and compare and discuss data.	Summative assessment 2.1 Number: Students partition one- and two-digit numbers in different ways and solve addition and subtraction problems to 20 using calculation strategies.	Summative assessment 3.1 Number: Students use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and equal grouping. 3.2 Space: Students make, compare and classify shapes and objects. Students measure the length of shapes and objects using uniform informal units.	Summative assessment 4.1 Number and algebra; Students partition one- and two-digit numbers, create patterns and use skip counting to quantify collections.

		SEMESTER ONE		SEMESTER TWO	
		DIGITAL TECHNOLOGIES		DESIGN AND TECHNOLOGIES	
TECHNOLOGIES	OUTLINE	Computers – Handy Helpers (U1) 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: <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. 		It's show time (U3) 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: <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. 	
	ASSESSMENT	Summative assessment <u>Assessment task 1</u> – Everyday digital systems <u>Assessment task 2</u> – Multimedia Class Profile 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.		Summative assessment Students design a character puppet with moving parts to use in a puppet show.	
SCIENCE	OUTLINE	Living adventure (U1) 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.	Changes around me (U3) 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	Exploring light and sound (U4) 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	Material Madness (U2) 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.
	ASSESSMENT	Summative assessment <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.	Summative assessment <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.	Summative assessment <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.	Summative assessment <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.

		SEMESTER ONE	SEMESTER TWO
HASS	OUTLINE	<p>My changing life (U1)</p> <p>Students:</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>My changing world (U2)</p> <p><i>Students:</i></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>

		SEMESTER ONE	SEMESTER TWO
		Visual Arts	Media Arts
THE ARTS	OUTLINE	<p>New Stories (U1)</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>What can you hear? (U5)</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	OUTLINE	<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

		SEMESTER ONE		SEMESTER TWO	
HEALTH	OUTLINE	Our changing life (U1) 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.	Emotional Responses (U2) 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.	Keeping healthy, safe and active (U3) 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.	
	ASSESSMENT	Summative assessment Students describe changes that occur as they grow older.	Summative assessment Students identify how emotional responses impact on others feelings.	Summative assessment Students select and apply strategies to keep themselves healthy and safe.	
PHYSICAL EDUCATION	OUTLINE	Netball Students will develop fundamental movement skills in a variety of movement situations when playing and performing netball activities. They will explore and practice ways to interact with others in a variety of settings.	Athletics 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.	Modified AFL Students will develop fundamental movement skills in a variety of movement situations when playing and performing modified AFL activities They will test alternatives to solve movement challenges and identify how the heart reacts to various physical activities.	Badminton Students will perform fundamental movement skills when participating in badminton skills and activities. They will test alternatives to solve movement challenges when performing tennis skills.
	ASSESSMENT	Summative assessment Students demonstrate fundamental movement skills in a variety of situations and alternatives to solve movement challenges when doing netball skills and activities. They demonstrate positive ways to interact with others.	Summative assessment 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.	Summative assessment Students demonstrate fundamental movement skills in a variety of movement situations when participating in modified AFL games and activities. They test alternatives to solve movement challenges.	Summative assessment Students demonstrate fundamental movement skills in a variety of movement situations while participating in badminton activities. They test alternatives to solve movement challenges.