

# 2024 CURRICULUM AND ASSESSMENT PLAN

## Year One

### SEMESTER ONE

### SEMESTER TWO

ENGLISH	CURRICULUM KNOWLEDGE	<p><b>Imaginative text focus</b></p> <p><b>Exploring and retelling stories (U1)</b></p> <p>Students engage with a variety of literature including the oral narrative traditions and literature of First Nations Australians through picture books, stories, short films, animations and texts written by Australian and world authors. Sequences of events and everyday happenings with recognisable characters are evident in these texts.</p> <p>Students discuss features of stories including plot, character and settings and make connections with their own experiences.</p> <p>They retell key events through writing, drawing and/or digital tools and share ideas with peers.</p>	<p><b>Informative text focus</b></p> <p><b>Reporting on events or experiences (U2)</b></p> <p>Students participate in shared reading, and viewing of authentic texts including non-fiction texts. These texts may include topics being studied in other learning areas, oral narrative traditions and literature of First Nations Australians and new content on familiar topics with supporting illustrations and diagrams.</p> <p>Students explore how texts such as simple procedures, reports and factual descriptions are organised according to their purpose.</p> <p>Students will create short texts to record and report on events or experiences.</p>	<p><b>Imaginative text focus</b></p> <p><b>Enjoying and responding to creative literature (U3)</b></p> <p>Students engage with a variety of spoken, written and multimodal texts including poetry, rhymes, chants, songs and dramatic performances from classic and contemporary Australian and world authors, including oral narrative traditions or literature of First Nations Australians.</p> <p>Students investigate how texts are organised according to their purpose and explore how repetition, rhyme and rhythm create cohesion.</p> <p>Students use a model to create a response to a stimulus and share with an audience.</p>	<p><b>Persuasive text focus</b></p> <p><b>Exploring and expressing opinions through texts (U4)</b></p> <p>Students engage with a variety of texts including picture books, stories, short films and animations, non-fiction and dramatic performances. These texts present new content about familiar topics of interest and topics from other learning areas. They may be comprised of literature from wide-ranging Australian and world authors.</p> <p>Students discuss and share responses by making connections to their own experiences.</p> <p>Students create a multimodal text to express their opinions. They interact through role play.</p>
		<p><b>Term 1</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — develop confidence with number sequences to and from 100 by ones from any starting point; skip count by twos, fives and tens starting from zero; recognise, model, read, write and order numbers to at least 100; locate these numbers on a number line; count collections to 100 by partitioning numbers using place value; record and solve simple addition and subtraction problems, investigate subtraction;</li> <li>Patterns and algebra — investigate and describe number patterns formed by skip counting and patterns with objects.</li> <li>Chance — identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'.</li> <li>Money and financial mathematics — recognise, describe, and order Australian coins according to their value.</li> </ul>	<p><b>Term 2</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — develop confidence with number sequences to and from 100 by ones from any starting point; skip count by twos, fives and tens starting from zero; recognise, model, read, write and order numbers to at least 100; locate these numbers on a number line; count collections to 100 by partitioning numbers using place value; record and solve simple addition and subtraction problems, investigate subtraction; investigate and describe number patterns formed by skip counting and patterns with objects.</li> <li>Fractions and decimals — recognise and described one-half as one of two equal parts of a whole.</li> <li>Patterns and algebra — investigate and describe number patterns formed by skip counting and patterns with objects.</li> <li>Using units of measurement — tell time to the half-hour; describe duration using months, weeks, days and hours.</li> </ul>	<p><b>Term 3</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — develop confidence with number sequences to and from 100 by ones from any starting point; skip count by twos, fives and tens starting from zero; recognise, model, read, write and order numbers to at least 100; locate these numbers on a number line; count collections to 100 by partitioning numbers using place value; record and solve simple addition and subtraction problems, investigate subtraction; investigate and describe number patterns formed by skip counting and patterns with objects.</li> <li>Using units of measurement — measure and compare the lengths and capacities of pairs of objects using uniform informal units.</li> <li>Shape — recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features</li> <li>Chance — identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'.</li> <li>Data representation and interpretation — describe the outcomes of familiar events; choose simple questions and gather responses and make simple inferences; represent data with objects.</li> </ul>	<p><b>Term 4</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — develop confidence with number sequences to and from 100 by ones from any starting point; skip count by twos, fives and tens starting from zero; recognise, model, read, write and order numbers to at least 100; locate these numbers on a number line; count collections to 100 by partitioning numbers using place value; record and solve simple addition and subtraction problems, investigate subtraction; investigate and describe number patterns formed by skip counting and patterns with objects.</li> <li>Patterns and algebra — investigate and describe number patterns formed by skip counting and patterns with objects.</li> <li>Using units of measurement — tell time to the half-hour; describe duration using months, weeks, days and hours.</li> <li>Fractions and decimals — recognise and describe one-half as one of two equal parts of a whole</li> <li>Location and transformation - give and follow directions to familiar locations.</li> </ul>
		<p><b>Summative assessment</b></p> <p><i>Students carry out simple additions using counting strategies.</i></p> <p><i>Students partition numbers using place value.</i></p> <p><i>Students classify outcomes of simple familiar events.</i></p> <p><i>Students recognise Australian coins according to their value.</i></p>	<p><b>Summative assessment</b></p> <p><i>Students describe number sequences resulting from skip counting by 2s, 5s and 10s</i></p> <p><i>Students count to and from 100 (monitoring) and locate numbers on a number line.</i></p> <p><i>Students identify representations of one half.</i></p> <p><i>Students explain time durations and tell time to half-hour.</i></p>	<p><b>Summative assessment</b></p> <p><i>Students describe two-dimensional and three-dimensional objects.</i></p> <p><i>Students order objects based on lengths and capacities using informal units.</i></p> <p><i>Students describe data displays.</i></p> <p><i>Students collect information by asking questions, draw simple data displays and make simple inferences.</i></p>	<p><b>Summative assessment</b></p> <p><i>Students count to and from 100 and partition numbers using place value.</i></p> <p><i>Students carry out simple addition and subtractions using counting strategies.</i></p> <p><i>Students use the language of direction to move from place to place.</i></p>
MATHEMATICS	CURRICULUM KNOWLEDGE				
	ASSESSMENT				

		SEMESTER ONE		SEMESTER TWO	
		DIGITAL TECHNOLOGIES		DESIGN AND TECHNOLOGIES	
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p><b>Unit 1: Computers – Handy Helpers</b></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"> <li>recognise and explore how digital and information systems are used for particular purposes in daily life</li> <li>collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li> <li>describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts</li> <li>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</li> <li>work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li> </ul>		<p><b>Unit 3: It's show time</b> <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.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>investigating materials, technologies for shaping and joining, and how designs meet people's needs</li> <li>generating and developing design ideas</li> <li>producing a puppet that meets the design brief</li> <li>evaluating their design and production processes</li> <li>collaborating and managing by working with others and by sequencing the steps for the project.</li> </ul> <p>Suggested partner units:</p> <ul style="list-style-type: none"> <li>Science Year 1 Unit 2 — Material madness</li> </ul>	
	ASSESSMENT	<p><b>Summative assessment</b></p> <p><a href="#">Assessment task 1</a> – Everyday digital systems</p> <p><a href="#">Assessment task 2</a> – 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><b>Summative assessment</b></p> <p>Students design a character puppet with moving parts to use in a puppet show.</p>	
SCIENCE	CURRICULUM KNOWLEDGE	<p><b>Unit 1: Living adventure</b></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><b>Unit 2: Material Madness</b></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.</p> <p>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>	<p><b>Unit 3: Changes around me</b></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><b>Unit 4: Exploring light and sound</b></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>
	ASSESSMENT	<p><b>Summative assessment</b></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><b>Summative assessment</b></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><b>Summative assessment</b></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><b>Summative assessment</b></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>

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOWLEDGE	<p><b>Unit 1: My changing life</b></p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> <li>How has my family and daily life changed over time?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>explore family structures and the roles of family members over time</li> <li>recognise events that happened in the past may be memorable or have personal significance</li> <li>identify and describe important dates and changes in their own lives</li> <li>compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li> <li>respond to questions about the recent past</li> <li>sequence and describe events of personal significance using terms to describe the passing of time</li> <li>examine sources, such as images, objects and family stories, that have personal significance share stories about the past.</li> </ul>	<p><b>Unit 2: My changing world</b></p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> <li>What are the features of my local places and how have they changed?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops</li> <li>recognise that the features of places can be natural, managed or constructed</li> <li>identify and describe the natural, constructed and managed features of places</li> <li>examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places</li> <li>represent local places using pictorial maps and describe local places using the language of direction and location</li> <li>respond to questions to find out about the features of places, the activities that occur in places and the care of places</li> <li>collect and record geographical data and information, such as observations and interviews to investigate a local place</li> <li>reflect on learning to respond to questions about how features of places can be cared for.</li> </ul>
	ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students identify, describe and sequence personal and family events and describe communities and changes in aspects of daily life. Students create a poster of significant events in their life (timeline).</p>	<p><b>Summative assessment</b></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>
		<b>Visual Arts</b>	<b>Media Arts</b>
THE ARTS	CURRICULUM KNOWLEDGE	<p><b>Unit 1: New Stories</b></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"> <li>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</li> <li>experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues</li> <li>display artworks and share ideas about narrative elements and visual language choices they made in their artworks</li> <li>describe and interpret narrative elements in artworks</li> </ul>	<p><b>Unit 5: What can you hear?</b></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"> <li>explore soundscapes through capturing audio from their community and using media technologies to communicate ideas about where and why sounds can be heard</li> <li>experiment with audio recording and image capture to draw attention to sounds in the community</li> <li>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</li> </ul>
	ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students explore ideas about representing stories and experiences through collage and mixed media.</p>	<p><b>Summative assessment</b></p> <p>Students explore the impact of sound as a representation of settings characters in a community.</p>

## SEMESTER ONE

## SEMESTER TWO

## Music

CURRICULUM KNOWLEDGE	<p><b>Where and Why</b></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><b>Ta and Titi</b></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>
	<p><b>Summative assessment</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• sing a simple song with a partner or individually</li> <li>• perform the beat and rhythm in a group. Perform either the beat or rhythm with a partner, while hearing the other</li> <li>• discuss where and why people make music and identify feelings different pieces of music evoke</li> <li>• listen to and respond to music that features different instruments and different musical elements and the purpose the music was composed</li> </ul>	<p><b>Summative assessment</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• sing known song individually while performing actions on the beat</li> <li>• compose and perform 8 beat rhythmic pattern (ta and titi)</li> <li>• derive the rhythm of known songs and abstract phrases (ta and titi)</li> <li>• 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</li> </ul>
<b>Dance</b>		
CURRICULUM KNOWLEDGE	<p>Students will develop knowledge and understanding of their bodies and how they can be utilised to perform and produce movement. They will continue to refine dance technique and flexibility ensuring they are implementing safe dance practices. Students will perform a choreographed dance which includes locomotor and non locomotor movements in front of a live audience and will reflect on their performance and rehearsal practices.</p>	<p>Students will continue to develop technical and expressive skills. They will explore and improvise new movement possibilities in a slow tempo. Students will explore, improvise and organise dance ideas by exploring characters or action in stories or rhymes to make dance sequences using the elements of dance (space, time, dynamics, relationships).</p>
	<p><b>Summative assessment</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• explore and improvise with ways to represent ideas through movement</li> <li>• develop technical and expressive skills</li> <li>• share their dance work with an audience</li> <li>• understand that there are many ways to express themselves in Dance.</li> </ul>	<p><b>Summative assessment</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• explore and improvise with ways to represent ideas through movement</li> <li>• develop technical and expressive skills</li> <li>• share their dance work with an audience</li> <li>• reflect on their own dance making through discussion</li> <li>• have a variety of individual responses</li> <li>• understand that there are many ways to express themselves in Dance.</li> </ul>
ASSESSMENT		

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	<b>Our changing life (FLSS Unit 1)</b> 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.	<b>Emotional Responses (FLSS Unit 2)</b> 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.	<b>Keeping healthy, safe and active (FLSS Unit 3)</b> 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	<b>Summative assessment</b> Students describe changes that occur as they grow older.	<b>Summative assessment</b> Students identify how emotional responses impact on others feelings.	<b>Summative assessment</b> Students select and apply strategies to keep themselves healthy and safe.	
		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<b>Catch me if you can (U3)</b> Students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings	<b>Equipped to move (U4)</b> Students explore elements of movement while developing fundamental movement skills that involve manipulating equipment (hoops, balls and rhythm ribbons). They perform fundamental movement skills, with and without equipment, in simple movement sequences that incorporate elements of movement.	<b>I'm a 'balliever' (U2)</b> Students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities.	<b>Playing with balls (U1)</b> Students will develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play practices.
	ASSESSMENT	<b>Summative assessment</b> Students demonstrate fundamental movement skills in a variety of situations and alternatives to solve movement challenges. They demonstrate positive ways to interact with others.	<b>Summative assessment</b> Students perform movement sequences that incorporate the elements of movement. They identify how the body reacts to different physical activities.	<b>Summative assessment</b> Students demonstrate fundamental movement skills in a variety of movement situations. They test alternatives to solve movement challenges.	<b>Summative assessment</b> Students demonstrate fundamental movement skills in a variety of movement situations. They test alternatives to solve movement challenges.