

YEAR 1 OVERVIEW

ENGLISH	6.5 hours/week	Achievement Standard	<p>Receptive modes (listening, reading and viewing) By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.</p> <p>Productive modes (speaking, writing and creating) Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.</p>					
		Unit Overviews	Semester 1			Semester 2		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	
		<p>Exploring how a story works (C2C Consolidated Unit 1 & 2) In this unit students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text. Visual Arts Year Unit 1 - What are you thinking?</p>	<p>Exploring characters in stories (C2C Unit 3) Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions. Dance Year 1 Unit 2 - Dancing Characters</p>	<p>Engaging with poetry (C2C Unit 4) Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p>	<p>Examining the language of communication — questioning (C2C Unit 5) Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.</p>	<p>Retelling cultural stories (C2C Unit 6) Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.</p>	<p>Creating digital procedural texts (C2C Unit 7) Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language and text structures of procedure in imaginative and informative contexts. Students create a digital presentation of a procedure from a literary context.</p>	

MATHEMATICS	4.5 hours/week	Achievement Standard	By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.			
		Unit Overviews	Semester 1	Semester 2		
			<p>Students develop understandings of:</p> <p>Number and place value — sequence numbers, investigate the twos number sequence, represent and record 2-digit numbers, investigate parts and whole of quantities, , represent and record the tens number sequence, standard partitioning of two-digit numbers, investigate equality, represent, investigate subtraction, investigate doubles, partition and create representations for ten, show partitioning and standard partitioning of ‘teen’ numbers, represent, position and locate ‘teen’ numbers, identify addition problems, applying addition strategies, recording subtraction, represent multiples of ten, compare and order numbers, partition two-digit numbers, partitioning to make equal parts, representing and recording counting sequences, describing number patterns, represent and solve simple addition and subtraction problems, investigate commutativity,</p> <p>Fractions and decimals — investigate wholes and halves, identify a half</p> <p>Patterns and algebra — investigate repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence</p> <p>Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, explore and telling time to the hour, sequence events according to durations, investigate length, compare lengths using direct comparisons, investigate indirect comparison, informally measure lengths using uniform informal units.</p> <p>Data representation and interpretation — gather data (by asking suitable questions), record data in a list and table, display data (sorting, stacking or by pictorial representation), describe displays Digital Year 1 Unit 1 – Computers: Handy helpers – Data (Parent survey past and present) HASS Year 1 Unit 1 My changing life</p> <p>Location and transformation — explore and identify location, investigate position, direction and movement, interpret directions (BeeBots)</p> <p>Chance — identify outcomes of familiar events that involve chance, describe events as ‘will happen’, ‘won’t happen’ or ‘might happen’, classify events based on chance</p>	<p>Students develop understandings of:</p> <p>Number and place value — count collections beyond 100, skip count in ones, twos, fives & tens, identify missing elements, describe patterns created by skip counting, represent and record two-digit numbers, recall, represent and record the ones, twos, fives & tens number sequence, identify number patterns, identifying digit values, explain how the order of join parts does not affect the total, identify compatible numbers to 10, exploring doubling & halving, positioning & locating numbers on linear representations, identify and describe number relationships, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, use standard and nonstandard partitioning of two-digit numbers, count in number patterns, model numbers with a range of materials, identify related addition & subtraction facts, subtract a multiple of ten from a two-digit number develop and refine mental strategies for addition and subtraction problems, represent and identify part unknown, record and solve addition and subtraction problems</p> <p>Patterns and algebra — recall the ones, twos and tens counting sequences, explore number patterns, represent the fives number sequence, investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns</p> <p>Using units of measurement — compare, measure and record lengths and capacity, compare and sequence familiar events in time, describe durations in time, tell time to the half hour</p> <p>Money and financial mathematics — recognise, describe, & order Australian coins according to their value, explore features of Australian coins.</p> <p>Data representation and interpretation — ask suitable questions to collect data, gather & organise data, collect, organise and represent data.</p> <p>Location and transformation — give & follow directions, investigate position, direction and movement. HASS Year 1 Unit 2 – My changing world (BeeBots)</p> <p>Shape — investigate the features three-dimensional objects and two-dimensional shapes, describe two-dimensional shapes and three-dimensional objects</p>		
SCIENCE	1 hour/week	Achievement Standard	By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.			
		Unit Overviews	Term1	Term 2	Term 3	Term 4
			Biological Sciences	Physical Sciences	Chemical Sciences	Earth & Space Sciences
		<p>Living adventure (C2C Unit 1) Students make links between external features of living things and the environment where they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.</p>	<p>Light and sound (C2C Unit 4) 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 communicate their understandings in a variety of ways.</p>	<p>Material madness (C2C Unit 2) Students explore materials and describe their properties. They describe the actions they use when making physical changes to a material to make an object for a purpose. Students recognise that the properties of a material affect the physical changes that can be made and the purpose for using a particular material in their everyday lives. They respond to questions, make predictions and investigate the effects of making physical changes to materials and objects through guided investigations. Students sort and record their observations and share these with others. They modify a material for a given purpose, test their modifications and compare their observations with predictions. Design Technologies Year 1 Unit 2 – Materials and technologies specialisations: Sailing</p>	<p>Changes around me (C2C Unit 3) Students describe the observable features of a variety of types of landscapes and skies. They consider changes in the sky and landscape, in particular day and night, and the impact 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. HASS Year 1 Unit 2 – My changing world</p>	

TECHNOLOGIES	DESIGN & TECHNOLOGIES 0.5 hour/week	Achievement Standard	By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts. With guidance students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps students demonstrate safe use of tools and equipment when producing designed solutions.	
		Unit Overview	Semester 1	Semester 2
				<p>Materials and technologies specialisations: Sailing Away (C2C Unit 3) Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design a sailing boat by choosing a material that floats and carries marbles. Students apply these processes and production skills:</p> <ul style="list-style-type: none"> investigating materials, storage solutions, and how designs meet people’s needs generating and refining design ideas producing a functional container 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>Science Year 1 Unit 3 — Material madness</p>
TECHNOLOGIES	DIGITAL TECHNOLOGIES 0.5 hour/week	Achievement Standard	By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments.	
		Unit Overview	Semester 1	Semester 2
			<p>Computers: Handy helpers – Data (C2C Unit 1) Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They:</p> <ul style="list-style-type: none"> explore and describe 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 develop foundational skills in computational and systems thinking when solving problems work with others to create and organise ideas and information in a safe online environment develop foundational skills in computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information. <p>HASS Year 1 Unit 1 - My changing life</p>	

HUMANITIES & SOCIAL SCIENCES	1 hour /week	Achievement Standard	By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.			
		Unit Overviews	Semester 1	Semester 2		
			Unit 1	Unit 2		
			My changing life (C2C Unit 1) Inquiry question: <i>How has my family and daily life changed over time?</i> In this unit, students: <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 daily life in the recent past to the present • respond to questions about the recent past and present • 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. Digital Year 1 Unit 1 – Computers: Handy helpers – Data (Parent survey past and present)	My changing world (C2C Unit 2) Inquiry question: <i>What are the features of my local places and how have they changed?</i> In this unit, students: <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. Science Year 1 Unit 4 – Changes around me Maths Year 1 Unit 6 – Location and Transformation		
THE ARTS	0.5 hour /week	Achievement Standard	By the end of Year 2, students describe *artworks they make and to which they respond. They consider where and why people make artworks. Students use the *elements and processes of arts subjects to make and *share artworks that represent ideas. Students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice. Students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. Students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies. Students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play. Students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations & imagination, using different techniques and processes.			
		Unit Overview	Term 1	Term 2	Term 3	Term 4
			Visual Arts	Dance	Drama	Media Arts
			What are you thinking? (C2C Unit 3) Students explore how changes in facial features, style and form communicate emotion in portraiture. Students: <ul style="list-style-type: none"> • explore the visual language of portraiture 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 (drawing, photography) and observation to create self-portraits to communicate emotion • display artworks and share ideas about emotive visual language choices they made in their artworks • describe and interpret emotion in self-portraiture. English Year 1 Unit 1 Consolidated Exploring how a story works	Dancing Characters (C2C Unit 1) In this unit, students make and respond to dance by exploring characters in stories as stimulus. <ul style="list-style-type: none"> • Students will: • explore, improvise and organise dance ideas by exploring characters or action in stories to make dance sequences using the elements of dance (space, time, dynamics, relationships) • use fundamental movement skills to develop technical skills when practising dance sequences that explore ideas about characters • present dance sequences that communicate ideas about characters to an audience • respond to dances about stories and characters, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. English Year 1 Unit 2 Exploring characters in stories	Stories come to life (C2C Unit 5) Students make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement. Students: <ul style="list-style-type: none"> • explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama • use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories • present drama that communicates ideas, including stories from their community, to an audience • respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal Peoples and Torres Strait Islander Peoples. English Year 1 Unit 5 Examining the language of communication — questioning	Good choices, healthy me (C2C Unit 4) In this unit, students will create representations of settings (audience) to deliver community health messages using media art forms. (Use school context, laminate and display around school setting eg pool – sun safety) Students will: <ul style="list-style-type: none"> • explore representations of safety messages eg hygiene, exercise, ... through digital forms and presentations in media art forms • experiment with images and text • present representations in digital or print form to communicate ideas through A3 posters • describe and discuss the representation of health messages in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language Health Unit 2 Good choices, healthy me

		Term 1	Term 2	Term 3	Term 4
HEALTH & PHYSICAL EDUCATION	Music 0.5 hours/week	<p>Students explore rhymes, songs, instruments (e.g. marimba, ukulele, djembe), media, games as stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes 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 e.g. commemorative and celebratory occasions. 	<p>Students build on their musical skills through rhymes, songs, instruments (e.g. marimba, ukulele, djembe), media, games as a stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes 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 e.g. commemorative and celebratory occasions. 	<p>Students consolidate their musical skills through rhymes, songs, instruments (e.g. marimba, ukulele, djembe), media, games as a stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes 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 e.g. commemorative and celebratory occasions. 	<p>Ensemble Students will perform a set piece of music to engage an audience.</p> <p>Students will:</p> <ul style="list-style-type: none"> respond to how the elements of music are used to communicate meaning in the music performed respond to how their music making is influenced by music and performances use aural and expressive skills to review and refine whole class performances, through feedback for a polished performance perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm)
	<p>All units are developed using the Australian Curriculum: The Music Foundation to 2 content descriptions and achievement standard. In Prep – Year 2, the learning progression and musical repertoire is determined by students’ development of knowledge, understanding and skills in Music.</p>				
	Achievement Standard	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how strengths and achievements contribute to identities. They identify how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p>			
		Semester 1		Semester 2	
		Unit 1		Unit 2	
	Unit Overview	<p>A little independence (C2C Unit 1) In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.</p> <p>Students will:</p> <ul style="list-style-type: none"> describe changes that occur as individuals grow older describe how family and community acknowledge changes recognise similarities and differences in individuals identify factors that influence personal identities discuss how differences and similarities are celebrated and respected. <p>HASS Unit 1 My changing life</p>		<p>Good choices, healthy me (C2C Unit 2) In this unit students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe actions that keep themselves and others healthy in different situations.</p> <p>Students will:</p> <ul style="list-style-type: none"> understand the meaning of being healthy recognise situations and opportunities to promote health. understand the relationship between personal actions and being healthy identify and explain actions related to health messages recognise situations and opportunities to promote healthy choices explore actions that help make their classroom a healthy and active place identify and explore natural and built environments in their local community where physical activity can take place consider health messages when making health decisions and selecting healthy actions recognise situations and opportunities to make healthy decisions understand how to use the decision making steps to make healthy choices. 	
	Personal, Social & Community Health 1.0 hour/week				

		Term 1	Term 2	Term 3	Term 4
		Swimming	Athletics	Ball Skills	Swimming
Movement & Physical Activity 0.75 hours/week	Unit Overview	Stroke Development and Basic Life Saving In this unit, students will explore movement in response to a water environment. Students will perform sequences of movements involving freestyle and backstroke. Students will: <ul style="list-style-type: none"> perform activities of different intensity explore moving perform loco-motor movements to demonstrate understanding of under, over, through and between people and equipment perform movement sequences that incorporate the elements of movement freestyle, backstroke – streamlining, body position., kicking technique, arm stroke, head position, breathing, safety – balancing with flotation devices; body orientation 	Running, Jumping & Throwing (similar to C2C Unit 1 – Catch that Bean) In this unit, students will develop their fundamental movement skills while completing throwing objects and challenges within groups of varying sizes. Students will: <ul style="list-style-type: none"> demonstrate positive ways to interact with a partner perform object control skills of throwing perform loco-motor skills of running and jumping techniques propose a range of alternatives and test their effectiveness when solving movement challenges. explore relays 	I’m a ‘balliever’ (C2C Unit 2) In this unit, students will develop locomotor and object control skills; they will participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. Students will experiment with using different equipment. They will demonstrate strategies to work in groups and play fairly during tagging games. Students will: <ul style="list-style-type: none"> demonstrate positive ways to interact others apply rules required to participate fairly in physical activities, including simple games perform running and dodging fundamental movement skills test alternatives and solve movement challenges. discuss the body’s reactions to participating in physical activities perform fundamental movement skills 	Stroke Development and Basic Life Saving In this unit, students will consolidate movement in response to a water environment. Students will perform sequences of movements involving freestyle and backstroke. Students will: <ul style="list-style-type: none"> perform activities of different intensity consolidate moving perform loco-motor movements to demonstrate understanding of under, over, through and between people and equipment perform movement sequences that incorporate the elements of movement freestyle, backstroke – streamlining, body position., kicking technique, arm stroke, head position, breathing, safety – balancing with flotation devices; body orientation

