

Wooloowin State School Year 1 Curriculum Overview

		Semester 1			Semester 2		
English	<p>Exploring how a story works 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.</p>	<p>Exploring characters in stories 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.</p>	<p>Engaging with poetry 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 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 Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers.</p>	<p>Creating digital procedural texts 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	<p>• Number and place value Count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the tens counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction and explore commutativity.</p> <p>• Measurement - sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.</p> <p>• Data representation and interpretation - ask a suitable question for gathering data, gather, and record and represent data.</p> <p>• Chance - describe the outcomes of familiar events.</p>	<p>• Number and place value Represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems.</p> <p>• Fractions and decimals - investigate wholes and halves, partition to make equal parts.</p> <p>• Money and financial mathematics - explore features of Australian coins.</p> <p>• Patterns and algebra - investigate and describe repeating and growing patterns and connect counting sequences, represent the tens number sequence, represent and record counting sequences, describe number patterns.</p> <p>• Measurement - describe the duration of an hour, explore and tell time to the hour.</p> <p>• Shape - investigate the features three-dimensional objects and two-dimensional shapes, and describe 2D shapes 3D objects.</p> <p>• Location and transformation - explore and describe location, investigate and describe position, direction and movement, interpret directions.</p>	<p>• Number and place value Recall, represent and count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; add single and two-digit numbers; represent, record and solve simple addition and subtraction problems.</p> <p>• Patterns and algebra - recall the ones, twos and tens counting sequences; identify number patterns; represent the fives number sequence.</p> <p>• Money and financial mathematics - recognise, describe and order Australian coins according to their value.</p> <p>• Measurement - compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe duration in time, tell time to the half hour, represent times on digital and analog clocks.</p> <p>• Shape - identify and describe familiar 2D shapes, describe geometric features of 3D objects.</p> <p>• Location and transformation - give and follow directions; investigate position, direction and movement.</p>	<p>• Number and place value Count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts.</p> <p>• Fractions and decimals - identify one-half.</p> <p>• Patterns and algebra - describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns.</p> <p>• Chance - identify the chance of events occurring, predict outcomes of familiar events.</p> <p>• Data representation and interpretation - ask suitable questions to collect and represent data.</p>		

Science	<p>Living adventure 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.</p>	<p>Material madness 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>Changes around me Students describe the observable features of a variety of types of landscapes and skies. They consider changes in the sky and landscape and the impact on themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p>	<p>Light and sound 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.</p>
HASS	<p>My Family History: Inquiry Question: What is my history and how do I know? Students:</p> <ul style="list-style-type: none"> • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others • investigate familiar ways family and friends commemorate past events that are important to them • recognise how stories of families and the past can be communicated through sources that represent past events present stories about personal and family events in the past that are commemorated. 		<p>My Special Places: Inquiry question - What are places like and what makes them special? Students will:</p> <ul style="list-style-type: none"> • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a 'place' has features and a boundary that can be represented on maps or globes • recognise that what makes a 'place' special depends on how people view the place or use the place • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • describe special places and the reasons they are special to people 	
ARTS	<p>Through various art forms, students, independently or in groups, participate to express and reflect their growing understanding of the world. They begin to learn arts technical skills. <i>Typically, students will:</i></p> <ul style="list-style-type: none"> • Dance, dance alone and with others, being aware of the space and people around them • Drama, engage in role play and act out plays based on stories from the community • Music, listen to and create music and discuss how it makes them feel • Media Arts, discuss media images of characters and settings in community stories • Visual Arts, explore a variety of materials to create and display their art works for others to view. 			
Technologies	<p>Through exploration, design and problem-solving, students learn how digital and other technologies work and how to create solutions with technologies.</p> <ul style="list-style-type: none"> • Design Technologies – design and safely make a product, for example, create a musical instrument using recycled materials and explore how food and clothing are produced and how food can be prepared for healthy eating • Digital Technologies – work safely online, represent data as pictures, symbols and diagrams and break down a problem into parts and sequence the steps in finding a solution, for example, controlling 			
HPE	<p>Students start to learn more about themselves and explore their abilities. Through physical play with and without equipment, they learn skills like problem-solving and persistence, and become more confident and cooperative. <i>Typically students will:</i></p> <ul style="list-style-type: none"> • practise what to do and how to get help when they feel uncomfortable or unsafe, talk about similarities and differences in families • talk about actions that make the classroom a healthy, safe and active place • recognise and practise various emotional responses • learn simple movement skills and understand how their body reacts to physical activity • learn to take turns, share equipment and include others in games and activities 			