

Year 1, Semester 1 Key Learning Area Overview

Learning Area	Overview of Content	Assessment
English	<p>Term 1 Examining Written Communication Students read, view and listen to poems, identifying language features and vocabulary used in poetry and recognising literal and implied meaning.</p> <p>Students also analyse short poems to find the poetic features, such as rhyming words, rhyme patterns, alliteration (words in the same line that start with the same sound) and look at the vocabulary choices in poems. Students learn how to recite a short poem using gestures, facial expressions, appropriate volume and pace.</p> <p>To support students writing development they engage in explicit handwriting sessions and activities on how to use punctuation (capital letters and full stops).</p> <p>Students continue to participate in activities to develop their reading skills including, sight words, synthetic phonics, Guided Reading, home reading and Monty Reading Time. They identify the purpose of a variety of texts and their text features.</p>	<p>Speaking Students will recite a short poem to the class. They will be assessed on their ability to adjust their volume and pace to enhance meaning and to imitate sound patterns of rhymes.</p> <p>Reading and Comprehension Students read aloud and respond orally to comprehension questions. They compare texts according to their features and identify the author's purpose.</p>
	<p>Term 2 Creating Informative Texts Students listen to, read, view and interpret texts to explore the language features and text structures of information reports.</p> <p>To support students writing development they engage in explicit handwriting sessions and activities on how to use punctuation (capital letters and full stops), nouns (name of a person, place or thing), verbs (actions words), adjectives (describing words) and adverbs (describing the verb e.g. quickly, slowly).</p> <p>Students continue to participate in activities to develop their reading skills through, sight words, synthetic phonics, Guided Reading, home reading and Monty Reading Time. They continue to practice applying a variety of reading strategies to more complex and unfamiliar texts. Students build an understanding of how to infer information from what they have read.</p>	<p>Writing Students create an information report on a learnt animal. They are assessed on their use of language features and topic-specific vocabulary. Students will be expected to accurately spell familiar words, attempt to spell less-familiar words and use punctuation accurately.</p> <p>Reading and Comprehension Students demonstrate reading accuracy, fluency and understanding, by reading aloud and responding to comprehension questions orally.</p>
Maths	<p>Term 1 Number and Place Value Students engage and participate in activities investigating number names and concepts to 20. They count, order, subitise (knowing how many is there just by looking) and partition (break numbers into parts 8 and 12, 10 and 10 etc) numbers.</p> <p>Measurement and Geometry: They learn the names and characteristics of 2D and 3D shapes.</p>	<p>Students participate in hands on activities that provide teachers with opportunities to observe students' abilities to count, order, subitise and partition. They also complete assessment tasks designed to demonstrate their understanding, fluency, problem solving and reasoning skills.</p> <p>Students engaged in activities to assess their knowledge of 2D and 3D shapes and their characteristics.</p>

	<p>Term 2 Number and Place Value Students continue to count, represent and partition numbers up to 50. They also explore, recognise and describe one-half. Students describe number sequences resulting from skip counting in 2's, 5's and 10s. They engage in challenging problems developing strategies, checking their thinking and create informal and formal representations for addition and subtraction operations.</p> <p>Measurement and Geometry: They further develop their understandings about time and duration by learning how to tell time to the hour and half hour and describing time duration using the terms months, weeks, days and hours.</p>	<p>Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include but are not limited to:</p> <ul style="list-style-type: none"> • ongoing teacher observations, • student work samples, • problem solving investigations reflecting real life contexts, • fluency tasks, • short answer response assessments, which may be digital or paper based.
Science	<p>Term 1 Earth and Space Science 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>Students analyse photographs of their local environment and describe the changes that have occurred over time. Students complete a folio of work including photos of hands-on activities and written assessment items.</p>
	<p>Term 2 Biological Science – Animal Habitats Students learn about the needs of living things. They describe the external features of animals and their habitat and how these help them to meet their needs.</p>	<p>Students choose a living animal and create a habitat in the form of a mini world that would support the needs of the living thing to allow it to survive. Students respond to questions verbally and attach to their mini world.</p>
HASS	<p>Geography – My Changing World Students draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops. They recognise that the features of places can be natural, managed or constructed. Students identify and describe the natural, constructed and managed features of places. They examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places. Students represent local places using pictorial maps and describe local places using the language of direction and location. They respond to questions to find out about the features of places, the activities that occur in places and the care of places. Students collect and record geographical data and information, such as observations to investigate a local place. They reflect on learning to respond to questions about how places and their features can be cared for.</p>	<p>Students are assessed on their ability to respond to questions about unfamiliar places and to identify and describe the features of places. They also create a pictorial map of a familiar location and describe ways to care for places.</p>
Technologies	<p>Design Technology Students explore the characteristics and properties of materials and components that are used to produce design solutions. Students will design and make a mini world for a chosen animal. They will investigate materials and develop ways of shaping and joining</p>	<p>Students complete a design cycle (design, construct, reflect) creating a habitat in the form of a mini world for a chosen animal. They demonstrate safe use of tools and equipment.</p>

	these materials. Students will generate and refine design ideas and evaluate their design. This unit of work closely aligns with the English and Science units of work.	
The Arts	<p>Visual Arts Students explore how changes in facial features, style and form communicate emotion in artwork. The visual language of portraiture and self-portraiture will be explored by analysing a range of artists, including Aboriginal, Torres Strait Islander and Asian artists. The concept of moods and feelings will be extended by exploring and creating images of weather that provide a complementary environment / atmosphere.</p>	<p>Visual Arts Students will demonstrate their knowledge and skills by creating a portfolio of original artworks inspired by a range of songs and poems about emotions, moods, and feelings. They will experiment with visual conventions through drawing, photography, collage and painting to create artworks that communicate emotion, mood and atmosphere. Students will display their artworks and share ideas about the choices they made.</p>
	<p>Dance Students will explore the effect of the elements in dance they make and view. Students use the elements of dance to make and perform dance sequences, using fundamental movement skills.</p>	<p>Dance Students create their own dance incorporating fundamental movement skills demonstrating a connection to a chosen character. They demonstrate safe dance practices when using fundamental skills. They will describe the effect the elements of dance have on the dances they make and view.</p>
	<p>Music Students will learn how music can be created and performed. They learn how to describe the sounds they hear in a piece of music, become familiar with a variety of songs and musical games. Students will:</p> <ul style="list-style-type: none"> · develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes · sing and play instruments to improvise and practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community · 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. 	<p>Written & Oral - Responding Students will record where they see and hear music, express how they feel, respond to questions about the concepts covered.</p> <p>Composing and Performing Students will perform a short piece of music using rhythm, dynamics, and pitch; whilst incorporating actions of body percussion and instruments. This will be performed in small group or whole class setting. They will demonstrate their musical understanding through a variety of written and aural activities.</p>
Health and Physical Education	<p>Term 1 Health Students recognise a variety of emotions and identify how emotional responses impact the feelings of others. They demonstrate, with guidance, positive practices and behaviours they can use to calm their body when experiencing a range of emotions.</p> <p>Movement Students will develop fundamental movement skills of leaping, jumping and side galloping through circuit-based activities. They will also apply rules and fair play practices.</p> <p>Term 2 Health</p>	<p>Health Students listen to a story and identify the emotions felt by the main characters, highlighting words or images that support their response. They explain what action the characters took because of their emotions and how this might have made others around them feel. Students suggest an alternative way the main character could have responded and how this would have made those around them feel.</p> <p>Movement Students are observed performing the fundamental movement skills of leaping, jumping and side galloping.</p> <p>Health</p>

	<p>Students examine how to interact positively and respectfully in the classroom and playground environments. They will understand the importance of displaying appropriate social skills (what these look like, sound like and feel like) and ways they can show kindness and be a good friend.</p> <p>Movement In this unit, students will develop the fundamental movement skills through circuit-based activities. They will explore positive ways to interact with others, including strategies to work in groups and play fairly during games.</p>	<p>Students demonstrate their understanding of respectful interactions through hands on activities. They give their own examples of positive social skills.</p> <p>Movement Students will demonstrate the fundamental movements of underarm throwing, overarm throwing, and balancing, through circuit-based activities.</p>
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