

## Year 1, Semester 1 Overview 2025

| Learning area   | Unit Summary  |   |   |   |
|---|---|---|---|---|
| <b>English</b>  | <p><b>My Opinion Matters</b><br/>Students explore a range of texts for different purposes and make a personal connection to a text. Students will create a presentation explaining their preference.</p>  | <p><b>Exploring Character in Stories</b><br/>Students will listen to, read and view a range of picture books in order to analyse and explain a familiar story and to identify some features of character in these texts to create a character description.</p>  |   |   |
| <b>Mathematics</b>  | <p><b>Students further develop proficiency with positive dispositions towards mathematics and its use as they:</b></p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>connect number names, numerals and quantities, and order numbers to 30.</li> <li>demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones.</li> <li>Partition collections into equal groups and skip count in twos, fives or tens to quantify collections to <b>20</b>, compare the size of collections to at least 20</li> <li>solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition.</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.</li> </ul>   | <p><b>Students further develop proficiency with positive dispositions towards mathematics and its use as they:</b></p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>Connect number names, numerals and quantities, and order numbers to 50.</li> <li>Demonstrate how one- and two- digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones.</li> <li>Partition collections into equal groups and skip count in twos, fives or tens to quantify collections to 50.</li> <li>Solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.</li> </ul> <p><b>Measurement and Space</b></p> <ul style="list-style-type: none"> <li>Give and follow directions to move people and objects within a space.</li> </ul> |   |   |
| <b>Science</b>  | <p><b>Physical and Earth &amp; Space Sciences</b><br/><b>Changes around me</b><br/>Students will describe objects and events that they encounter in their everyday lives. Students will describe changes in the local environment. Students will respond to questions and sort and share observations.</p>  | <p><b>Biological Sciences</b><br/><b>Living Adventures</b><br/>Students will describe how different places meet the needs of living things and to describe changes in the local environment. Students will respond to questions. and sort and share observations.</p>   |   |   |
| <b>HASS</b>   | <p><i>This learning area will be taught, assessed and reported on in Semester 2</i></p>   |   |   |   |
| <b>HPE</b>  | <p><b>Physical Education:</b><br/>Students will perform fundamental movement skills in a variety of movement sequences and situations and create and participate in games using equipment such as scooter boards, various types of balls.</p> <p><b>Perceptual motor program:</b><br/>Students will develop motor skills and coordination. These include gross motor skills - the acquisition of large-scale movements e.g., walking, running, jumping, skipping, climbing, moving in and out of positions. establishment of a preferred hand. Examples include ball games, building activities, pushing and pulling tasks.</p> <hr/> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Health: My safety, my responsibility</b></p> <ul style="list-style-type: none"> <li>Students will identify social changes and recognise ways to take responsibility in different situations.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Health: Good choices, healthy me</b></p> <ul style="list-style-type: none"> <li>Students will examine messages related to health decisions and make healthy choices.</li> </ul> <p><b>Cyber Safety</b></p> <ul style="list-style-type: none"> <li>Students will learn how to be responsible and safe online.</li> </ul> </td> </tr> </table> |   | <p><b>Health: My safety, my responsibility</b></p> <ul style="list-style-type: none"> <li>Students will identify social changes and recognise ways to take responsibility in different situations.</li> </ul> | <p><b>Health: Good choices, healthy me</b></p> <ul style="list-style-type: none"> <li>Students will examine messages related to health decisions and make healthy choices.</li> </ul> <p><b>Cyber Safety</b></p> <ul style="list-style-type: none"> <li>Students will learn how to be responsible and safe online.</li> </ul> |
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| <b>Technologies</b>   | <p><b>Design Technology</b><br/>Students will engage in the design thinking process to plan and game using Scratch Junior. They will reflect and evaluate the effective of their design.</p>  |   |   |   |
| <b>The Arts</b>   | <p><b>Visual Arts:</b><br/>Students will experiment with materials and processes in a variety of creative, imaginative and innovative ways. They will make artworks in different forms to express their ideas and observations. Students will describe artworks they make and view, and where and why artworks are made and presented.</p> <hr/> <p><b>Music:</b><br/>Students will develop their aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion. They will sing and play using tuned and untuned percussion instruments to improvise, and practise a repertoire of chants, songs and rhymes.</p>  |   |   |   |