

## 2024 Year 1 Curriculum Overview

Learning Area	Term 1
<b>English</b>	<p>In Term 1, students view and engage with a range of imaginative texts including picture books. They:</p> <ul style="list-style-type: none"> <li>• identify language features, visual features and vocabulary used to create characters in a range of different imaginative texts by First Nations Australian, wide-ranging Australian and world authors and illustrators.</li> <li>• make connections with the text and their own experiences</li> </ul> <p>Students view and comprehend a simple narrative by making connections to personal experiences and characters. They identify language features and visual features used in the simple narrative to create characters.</p> <p>In Term 1 students continue to learn phonics aligned to Helensvale State School Word Reading Scope and Sequence. They:</p> <ul style="list-style-type: none"> <li>• Extend on the initial code from Prep to include consonant digraphs and two syllable words               <ul style="list-style-type: none"> <li>○ CCVCC revision</li> <li>○ ch</li> <li>○ sh</li> <li>○ th (voiced and unvoiced)</li> <li>○ ck wh</li> <li>○ ng</li> <li>○ tch qu ve</li> </ul> </li> <li>• decode and encode words with learnt code</li> <li>• increase awareness of text fluency</li> <li>• learn morphological awareness including prefixes and suffixes               <ul style="list-style-type: none"> <li>○ -s changes words to plural</li> <li>○ -es to words ending in ch, sh, s and x</li> </ul> </li> <li>• learn spelling concepts to support encoding               <ul style="list-style-type: none"> <li>○ spelling concept of 'q' is always followed by the letter 'u'</li> <li>○ i, j, q, u, v are illegal letters and cannot end a word</li> <li>○ silent 'e' stops illegal letters from ending words</li> </ul> </li> </ul>
<b>Mathematics</b>	<p>In Term 1, students develop understandings of:</p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>• Number sequences resulting from skip counting by 2s, 5s and 10s</li> <li>• Counting to and from 100</li> <li>• Locating numbers on a number line</li> <li>• Carrying out simple additions using counting strategies</li> <li>• Partitioning numbers using place value</li> <li>• Continuing simple patterns involving numbers and objects</li> </ul> <p><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>• Ordering objects based on lengths and capacities using informal units</li> <li>• Describing two-dimensional shapes</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>• Classifying outcomes of simple familiar events</li> <li>• Collecting data by asking questions, draw simple data displays and make simple inferences</li> <li>• Describing data displays</li> </ul>
<b>Science</b>	<p>Term 1 Science focuses on biological sciences. Students:</p> <ul style="list-style-type: none"> <li>• make links between external features of living things and the environments in which they live</li> <li>• consider how the needs of living things are met in a variety of habitats</li> </ul>

	<ul style="list-style-type: none"> <li>• compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met</li> <li>• 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</li> <li>• share observations using scientific and everyday language.</li> </ul>
<b>Humanities and Social Sciences</b>	<p>In Term 1, students will explore the following inquiry question:</p> <ul style="list-style-type: none"> <li>• <i>How has my family and daily life changed over time?</i></li> </ul> <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> <li>• explore family structures and the roles of family members over time</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</li> <li>• share stories about the past.</li> </ul>
<b>Health and Physical Education</b>	<p>Students develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges. Students:</p> <ul style="list-style-type: none"> <li>• explore rules and fair play practices.</li> <li>• perform fundamental movement skills to send, control and receive balls.</li> <li>• test and evaluate possible solutions to movement challenges.</li> </ul> <p>Students describe physical and social changes that occur as they grow. They recognise their own and others' strengths and achievements and discuss how these contribute to identities. Students recognise similarities and differences in individuals and groups. Students:</p> <ul style="list-style-type: none"> <li>• examine strengths and achievements and how they contribute to identity</li> <li>• identify factors that influence personal identities.</li> <li>• discuss how differences and similarities are celebrated and respected.</li> </ul>
<b>The Arts</b>	<p>In Music, students compose, perform and respond to music using a stimulus. They:</p> <ul style="list-style-type: none"> <li>• Compose a body percussion accompaniment to a known story song</li> <li>• Perform a body percussion accompaniment and sing a simple song</li> <li>• Talk about your performance and where and why people make music.</li> </ul>
<b>Technology</b>	<p>Students will investigate a range of scenarios where bridges need to be built. Engineering principles and systems, and materials and technologies specialisation will be explored. Students will produce a solution for these contexts.</p>