

Year 1 Curriculum Framework

YEAR 1 ENGLISH									
CURRICULUM INTENT	TERM 1	TERM 2		TERM 3	TERM 4				
	RETELL	CHARACTER DESCRIPTION	POETRY	NARRATIVE	PROCEDURE				
	CURRICULUM INTENT	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. (C2C Unit 1)	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. (C2C Unit 2)	Engaging with poetry. Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. (C2C Unit 3)	Creating a narrative based on a character creation. Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. (C2C Unit 4 and school based unit)	Creating procedural texts. Students listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts. (C2C Unit 6)			
ASSESSMENT	Responding to imaginative texts Students comprehend and respond to imaginative texts (picture books). Small Group Presentation Children are given the choice of already read picture books (5 books). Children orally retell one of these to the small group while teacher assesses	Character description Students create a character description using writing and images. Reading and comprehension Students demonstrate reading accuracy, fluency and comprehension of character development (Pam and Lily). (Decoding / Comprehension)	Comprehending poetry Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning. Poem recitation Students perform a recitation or reading of a poem for a familiar audience.	Create and present a character. Students create a new character for a familiar story and discuss choices in an interview. Narrative Students create an imaginative narrative based on a character creation	Procedural text Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements. Reading and comprehension Students demonstrate reading accuracy, fluency and understanding of the different purpose of texts. (Jane Stanislaus) (Decoding / Comprehension)				
YEAR 1 ENGLISH ACHIEVEMENT STANDARD					WHEN ASSESSED				
					T 1	T 2	T 3	T 4	
Receptive modes (listening, reading and viewing)									
Students understand the different purposes of texts.									
Students make connections to personal experience when explaining characters and main events in short texts.									
Students identify that texts serve different purposes and that this affects how they are organised.									
Students describe characters, settings and events in different types of literature.									
Students read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.									
When reading, students use knowledge of the relationship between sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning.									
Students recall key ideas and recognise literal and implied meaning in texts.									
Students listen to others when taking part in conversations, using appropriate language features and interactions skills.									
Productive modes (speaking, writing and creating)									
Students understand how characters in texts are developed and give reasons for personal preferences.									
Students create texts that show understanding of the connection between writing, speech and images.									
Students create short texts for a small range of purposes.									
Students interact in pair, group and class discussions, taking turns when responding.									
Students make short presentations on familiar topics.									
When writing, students provide details about ideas or events and details about the participants in those events.									
Students accurately spell high frequency and words with regular spelling patterns.									
Students use capital letters and full stops.									
Students correctly form all upper- and lower-case letters.									

YEAR 1 - MATHEMATICS

YEAR 1 - MATHEMATICS			
Term 1	Term 2	Term 3	Term 4
Summative Assessment			
<p>Addition to 10 Students solve simple addition problems.</p> <p>Classifying Outcomes Students classify outcomes of simple familiar events.</p>	<p>Understanding teen numbers Students recognise, model, write and order numbers to 20.</p> <p>Describing two-dimensional shapes and three-dimensional objects Students describe two-dimensional shapes and three-dimensional objects.</p> <p>Using the language of direction Students give and follow directions to familiar locations. <i>(Refer to the GTMJ in the Digital Technology Assessment for Semester 1)</i></p>	<p>Finding a Half Students identify representations of one half.</p> <p>Measuring using informal units Students order objects based on length and capacity using informal units.</p> <p>Perfect Patterns and Money Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line. Students identify Australian coins and can sort according to their value.</p>	<p>Addition and subtraction Students carry out simple addition and subtraction.</p> <p>On time Students explain time durations and tell time to the half hour.</p> <p>Making Inferences from collected data Students collect data by asking questions, draw and describe data displays and make simple inferences.</p>

YEAR 1 MATHEMATICS ACHIEVEMENT STANDARD							
				WHEN ASSESSED			
				T 1	T 2	T 3	T 4
Number and Algebra							
Number and place value							
Students describe number sequences resulting from skip counting by 2s, 5s and 10s.							
Students count to and from 100 and locate numbers on a number line.							
Students carry out simple additions and subtractions using counting strategies.							
Students partition numbers using place value							
Fractions and Decimals							
Students identify representations of one half.							
Money and financial mathematics							
Students recognise Australian coins according to their value.							
Patterns and algebra							
Students continue simple patterns involving numbers and objects.							
Measurement and Geometry							
Using units of measurement							
Students order objects based on lengths and capacities using informal units.							
Students explain time durations.							
Students tell time to the half-hour.							
Shape							
Students describe two-dimensional shapes and three-dimensional objects.							
Location and Transformation							
Students use the language of direction to move from place to place.							
Statistics and Probability							
Chance							
Students classify outcomes of simple familiar events.							
Data representation and interpretation							
Students collect data by asking questions, draw simple data displays and make simple inferences.							

YEAR 1 - SCIENCE

Term 1	Term 2	Term 3	Term 4
<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 are met.</p>	<p>Material Madness Students explore how everyday materials can be physically changed in a variety of ways according to their properties.</p>	<p>Changes around me. Students will describe the observable features of a variety of landscapes and skies. They will consider changes in the sky and landscape, and the impact of these changes on themselves and other living things.</p>	<p>Exploring 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.</p>

Summative Assessment

<p>Describing a habitat Students describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions and share their observations with others.</p>	<p>Rocking the boat Students describe the effects of physical changes made to a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.</p>	<p>Exploring sky and land Students describe objects and events that they encounter in their everyday lives. Students describe changes in the local environment. Students respond to questions and sort and share observations. Represent observable changes in sky and landscape Students represent 'before' and 'after' images of a landscape to identify changes</p>	<p>Investigating light and sound Students participate in a guided investigation designing a toy that makes sound, and describe the effects of interacting with it. Students sort objects according to criteria and share observations with others</p>
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YEAR 1 SCIENCE ACHIEVEMENT STANDARD

WHEN ASSESSED

	T 1	T 2	T 3	T 4
Science Understanding				
Students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects				
Science as a Human Endeavour				
Students describe changes in their local environment and how different places meet the needs of living things				
Science Inquiry Skills				
Students follow instructions to record and sort their observations and share them with others.				
Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena.				

YEAR 1- HASS

YEAR 1- HASS		
Semester 1	Semester 2	
Unit 1: My changing life - How has my family and daily life changed over time?	Unit 2: My changing world	
Summative Assessment		
<p>Assessment task Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</p> <p>Part A: My life in the past Students will:</p> <ul style="list-style-type: none"> • sequence changes in their lives over time in a storyboard • share a story about personal changes using terms denoting time. <p>Part B: A year in my family Students will:</p> <ul style="list-style-type: none"> • identify, describe and sequence important family events on a twelve-month calendar. <p>Part C: Daily life over time Students will:</p> <ul style="list-style-type: none"> • examine provided sources to identify and compare aspects of life that have changed and stayed the same over time • explain ways that selected aspects of daily life have changed and stayed the same over time. 	<p>Assessment task Students conduct an inquiry to investigate places and their features at a local scale.</p> <p>Part A: Features of places Students will:</p> <ul style="list-style-type: none"> respond to questions about unfamiliar places identify and describe the features of places and their location at a local scale identify changes to the features of sources interpret information and data from sources provided recognise that people describe the features of places differently <p>Part B: Investigating a local place Students will:</p> <ul style="list-style-type: none"> collect and interpret information and data from observations represent the location of different places and their features on labelled maps recognise that people use and care for places differently reflect on learning to identify how to care for and improve a local place 	
YEAR 1 HASS ACHIEVEMENT STANDARD		WHEN ASSESSED
		SEMESTER 1
		SEMESTER 2
Knowledge and Understanding		
Students identify and describe important dates and changes in their own lives.		
Students explain how some aspects of daily life have changed over recent time while others have remained the same.		
Students identify and describe the features of places and their location at a local scale and identify changes to the features of places.		
Students recognise that people describe the features of places differently and describe how places can be cared for.		
Inquiry and skills		
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.		
Students sequence personal and family events in order and represent the location of different places and their features on labelled maps		
Students reflect on their learning to suggest ways they can care for places.		
Students 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.		

YEAR 1 - TECHNOLOGIES

DIGITAL TECHNOLOGY - Semester 1	DESIGN TECHNOLOGY - Semester 2
<p>Blue Bots Explore and work with algorithms to write a sequence of instructions to navigate virtual robots.</p>	<p>It's Showtime! <i>Materials and technologies specialisations</i> In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show. (C2C Unit 3)</p>

Summative Assessment

<p><i>Designs solutions to simple problems using a sequence of steps and decisions.</i></p> <ol style="list-style-type: none"> 1. Follow and describe a series of steps to program a Blue Bot. 2. Plan a route to program a Blue Bot to follow a path using the direction cards (algorithm). 3. Program the Blue-bot to follow the directions. 4. Amend the algorithm if needed. <p><i>(Includes Mathematics Assessment for Location and Transformation – Semester 1)</i></p>	<p><i>Portfolio</i></p> <p>Students design a character puppet with moving parts to use in a puppet show. Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe the purpose of puppets and how they meet the needs of users • identify features of materials • describe features of materials used when making puppets • link reasons for their choice to function of puppet • identify characteristics and properties of materials and puppet parts • describe purpose of puppet • identify appropriate materials • link feature of a material to purpose • select a purpose for a puppet.
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PREP – YEAR 2 TECHNOLOGIES ACHIEVEMENT STANDARD	WHEN ASSESSED	
	SEMESTER 1	SEMESTER 1
DIGITAL TECHNOLOGIES		
Knowledge and Understanding		
Students identify how common digital systems (hardware and software) are used to meet specific purposes.		
Students use digital systems to represent simple patterns in data in different ways.		
Processes and Production Skills		
Students design solutions to simple problems using a sequence of steps and decisions.		
Students collect familiar data and display them to convey meaning.		
Students create and organise ideas and information using information systems.		
Students share information in safe online environments.		
DESIGN TECHNOLOGIES		
Knowledge and Understanding		
Students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments.		
Students identify the features and uses of technologies for each of the prescribed technologies contexts.		
Processes and Production Skills		
Students create ideas and designed solutions within the given context.		
Students describe given needs or opportunities.		
Students create and evaluate their ideas and designed solutions based on personal preferences.		
Students 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.		

YEAR 1 - THE ARTS

Term 1	Term 2	Term 3	Term 4
DRAMA	DANCE	VISUAL ARTS	MEDIA ARTS
Drama Stories from the past In this unit, students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus. <i>(C2C Unit 4)</i>	Creative Dance (Creative Dance Industries) In this unit students respond to, perform and choreograph dance.	Visual Arts Specialist	What can you hear? Students explore the impact of sound as a representation of settings and characters in a community. <i>(C2C Unit 5)</i>

Summative Assessment

Students respond to, devise and perform drama based on the theme of memories. <ul style="list-style-type: none"> Describe where and why there is drama. Describe drama you made, performed and viewed. Devise a drama based on the theme of memories. Perform a small scene about a memory. 	Students respond to, perform and choreograph dance. <p>5. Part A: Responding</p> <ul style="list-style-type: none"> Describe the effect of the elements in dance they make, perform and view and where and why people dance. <p>6. Part B: Making/Performing</p> <ul style="list-style-type: none"> Use the elements of dance to perform dance sequences that demonstrate fundamental movement skills to represent ideas. Demonstrate safe practice. 	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 and imagination, using different techniques and processes.	Students match an image with 3 sounds added in book creator. Three separate sounds should be made with your body (eg.mouth). Assessing students ability to match an image with a sound.
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PREP – YEAR 2 THE ARTS ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T 2	T 3	T 4
DANCE				
Students describe the effect of the elements in dance they make, perform and view.				
Students describe 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.				
DRAMA				
Students describe what happens in drama they make, perform and view.				
Students 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.				
MEDIA ARTS				
Students communicate about media artworks they make and view.				
Students communicate about where and why media artworks are made.				
Students make and share media artworks using story principles, composition, sound and technologies.				
VISUAL ARTS				
Students describe artworks they make and view.				
Students describe where and why artworks are made and presented.				
Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.				

MUSIC					
		SEMESTER 1		SEMESTER 2	
KNOWLEDGE, UNDERSTANDING & SKILLS	<i>Rhythm</i>	<ul style="list-style-type: none"> Beat vs. Rhythm ta & ti-ti (crotchet & pair of quavers) Duple metres (strong & weak beats – conducting) 		<ul style="list-style-type: none"> zaa (crotchet rest) 	
	<i>Pitch</i>	<ul style="list-style-type: none"> Pitch direction (going up/down – leaps) so & mi (high/low map – 2 line staff) 		<ul style="list-style-type: none"> Pitch direction (going up/down: steps - tones) la 	
	<i>Dynamics & Expression</i>	<ul style="list-style-type: none"> forte/piano 			
	<i>Form & Structure</i>	<ul style="list-style-type: none"> Patterns (A B) 		<ul style="list-style-type: none"> Same/similar/different 	
	<i>Timbre & Texture</i>	<ul style="list-style-type: none"> Wide contrasting instrument timbre (flute, trumpet, guitar, violin, piano); how sound is produced (blown/plucked) 		<ul style="list-style-type: none"> Melody Rhythmic ostinato 	
	SKILLS	<p style="text-align: center;">MAKING</p> <ul style="list-style-type: none"> Sing so, mi, la songs with pitch accuracy Perform beat on body & un-tuned percussion Perform 4 beat rhythmic patterns (ta ti-ti) Read/notate so & mi on high/low map (2 line staff) Create A B rhythmic patterns (ta ti-ti) Games/movement (beat) Identify pitch direction (aural skills) Identify familiar instrument timbre (aural skills) 	<p style="text-align: center;">RESPONDING</p> <ul style="list-style-type: none"> Actions to art music Identify positive/ successful elements in peer performances Reflect/evaluate own performance 	<p style="text-align: center;">MAKING</p> <ul style="list-style-type: none"> Perform rhythmic ostinato Read, write, create and perform 4 beat rhythmic patterns (ta ti-ti zaa) Perform beat/rhythm on body & un-tuned percussion Sing so, mi, la songs with pitch accuracy Identify pitch direction (aural skills) Identify familiar instrument timbre (aural skills) Create same/similar/different rhythmic patterns Show so/mi/la contour on body 	<p style="text-align: center;">RESPONDING</p> <ul style="list-style-type: none"> Actions to art music Identify positive/ successful elements in peer performances Reflect/evaluate own performance Graphic notation
Summative Assessment					
<i>Perform</i>	Sing + beat/rhythm on un-tuned perc.		Sing/solfah + beat/rhythm on un-tuned perc.		
<i>Respond</i>	Self-evaluation Sheet (1) Unknown piece – “ <i>paint</i> ” a picture; identify instrument; mood		Self-evaluation Sheet (1a) Respond to piece of music – describe mood & instrument timbres		
<i>Create</i>	A B rhythmic pattern (8 beats ta & ti-ti using rhythm cards)		A B A C rhythmic pattern (16 beats ta, ti-ti & zaa using rhythm cards: same, similar, same, different) – take photos with name card on iPad		
<i>Aural Skills</i>	Instrument timbre (Percussion focus) Pitch direction		Instrument timbre Pitch direction		
PREP – YEAR 2 THE ARTS ACHIEVEMENT STANDARD				WHEN ASSESSED	
				SEMESTER 1	SEMESTER 2
MUSIC					
Students communicate about the music they listen to, make and perform and where and why people make music.					
Students communicate about 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.					

YEAR 1 - HEALTH AND PHYSICAL EDUCATION

HEALTH

SEMESTER 1

A little Independence

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. (C2C Unit 1)

SEMESTER 2

My safety, my responsibilities

Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. (C2C Unit 4)

Summative Assessment

Collection of work

Assessment will gather evidence of the students ability to:

- describe changes that occur as they grow older
- recognise how strengths and achievements contribute to identities.

Collection of work

The assessment will gather evidence of the student's ability to:

- describe changes that occur as they grow older
- select & apply strategies to keep themselves safe & are able to ask for help with tasks or problems.

PHYSICAL EDUCATION

Term 1

Perceptual Motor Activities
Hand/Eye Co Operative Games

Term 2

Ball Skills

Term 3

Athletics
Soccer

Term 4

Skipping
Ten Pin Bowling
Hand/Eye Co Operative Games

Summative Assessment

Perceptual Motor Activities

- Demonstrates and experiments with movement concepts (e.g. Balance-spread feet wider- force absorption, bent knees on landing)
- Demonstrates and experiments with movement concepts in a variety of rolls. (e.g. forward rolls, hand stands, Pencil Rolls, and tumbling)
- Demonstrates and experiments with movement concepts, Team work activities and various floor routines
- Demonstrates correct foot patterns (e.g. hop, jump, skip, leap, slide) alone and in combinations and can transition from one surface to another (e.g. jump, step, swing)

Hand/Eye Co Operative Games

- Demonstrates increased mastery of Year level appropriate skills, individually and with groups, with Running, Stepping, Hitting with bats and racquets, Throwing, Catching Kicking and Aiming, with in co-operative team based games.

Ball Skills

- Demonstrates increased mastery of object control skills, individually and with partner, with Hitting with bats and racquets, Throwing, Catching Kicking and Aiming (e.g.) cricket bats, baseball bats, hockey sticks, Tennis racquets

Athletics

Demonstrates skillful technique in space awareness, balance, control, jumping, landing and running. Shows significant ability in sprints, ballgames and modified field events.

Soccer

Demonstrates correctly a wide range of movement Skills into specialized sequences in Shooting, Passing, Trapping, Dribbling, Games Sense, concepts and understanding of rules in Soccer. (eg: Instep Kick and Trap)

Skipping

- Demonstrates skillful technique in space awareness, balance, control, jumping, landing, with a short single skipping rope, and long skipping rope.
- Can perform various sequences, skills and movements using a short/long skipping rope.

Tenpin Bowling

- Demonstrates correctly a wide range of movement Skills into specialized sequences in:
 - Aiming at Pins
 - Correct Technique in Holding the Ball
 - Underarm Bowling Technique
 - Correct foot technique
 - Games Sense and concepts of rules of modified games.

Hand/Eye Co Operative Games

- Demonstrates increased mastery of Year level appropriate skills, individually and with groups, with Running, Stepping, Hitting with bats and racquets, Throwing, Catching Kicking and Aiming, with in co-operative team based games.

YEAR 1 and YEAR 2 HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T 2	T 3	T 4
PERSONAL, SOCIAL and COMMUNITY HEALTH				
Being healthy, safe and active				
Students describe changes that occur as they grow older.				
Students recognise how strengths and achievements contribute to identities.				
Communicating and interacting for health and wellbeing				
Students identify how emotional responses impact on others' feelings.				
Students examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.				
Students demonstrate positive ways to interact with others.				
Students select and apply strategies to keep themselves healthy and safe				
Contributing to healthy and active communities				
Students identify areas where they can be active and how the body reacts to different physical activities.				
MOVEMENT and PHYSICAL ACTIVITY				
Moving our body				
Students demonstrate fundamental movement skills in a variety of movement sequences and situations.				
Understanding movement				
Students test alternatives to solve movement challenges.				
Learning through Movement				
Students perform movement sequences that incorporate the elements of movement.				