Holland Park State School

2024 Year 1 Curriculum Overview

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	**Unit 1: Reporting on events or experiences** Students engage with a variety of literature and discuss features of stories including plot, character and settings and make connections with their own experiences. They retell key events through writing, drawing and share ideas with peers.	**Unit 2: Writing a procedural text** Students participate in shared reading, and viewing of authentic texts including non-fiction texts. Students explore how texts such as simple procedures are organised according to their purpose. Students will create short procedural text.	**Unit 3: Enjoying and responding to creative literature (poetry)** Students engage with a variety of spoken, written and multimodal texts including poetry, rhymes, chants, songs and dramatic performances. Students investigate how texts are organised according to their purpose and explore how repetition, rhyme and rhythm create cohesion.	**Unit 4: Exploring and expressing opinions through texts** Students engage with a variety of texts including picture books, stories, short films and animations, non-fiction and dramatic performances. They create a multimodal text to express their opinions. They interact through role play.
Mathematics	**Number and Algebra** • Numbers to 50 • Representing counting sequences • Patterns • Solving addition and subtraction problems **Statistics and Probability** • Investigate data representation **Measurement and Space** • Calendars and Time	**Number and Algebra** • Representing two digit-numbers • Representing counting sequences • Patterns • Solving addition and subtraction problems **Statistics and Probability** • Describing outcome of chance events **Measurement and Space** • Location and Position • 2D and 3D shapes	**Number and Algebra** • Investigating connections between quantities • Number patterns • Representing and partitioning two-digit numbers • Representing division by sharing **Measurement and Space** • Length • Telling time to the hour	**Number and Algebra** • Applying addition and subtraction understanding • Recall number facts to 20 **Statistics and Probability** • Collecting and representing data • Creating and interpreting data displays **Measurement and Space** • Mass and Capacity • Giving and following directions

Science	**Unit 1: Healthy Habitats Biological and Earth Sciences** STEM integrated unit Students investigate how different places needs the needs of living things and to describe objects and events in their everyday lives.		**Unit 2: Don't Rock the Boat - Chemical Sciences** Students explore materials and describe their properties to make a boat that floats.	**Unit 3: Light and Sound - Physical Sciences** Students investigate objects and events to do with observing light, changing and producing sound.
Humanities and Social Sciences (HASS)	**Unit 1: Healthy Habitats What are Places Like & How Do People Use Places?** **Integrated Unit** Students investigate • What are Places Like & How Do People Use Places? • What are the different features of places? • How can we care for places? • How can spaces within a place be rearranged to suit different purposes?		**Unit 2: As Time Goes By** **S**tudents will study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to.	
Health	The students examine health messages when using a decision-making process to make health-related choices and describe actions that keep themselves and others healthy. They learn how to keep themselves and others healthy in different situations.		Students will study the strand of personal, social and community health. They investigate the concept of what health is and the activities that make them healthy. They learn how to keep themselves and others healthy and safe within a classroom setting and selected a health or safety strategy for an outside setting. Students learn to explore their own sense of self and the factors that contribute to and influence their identity.	
Physical Education	Students perform a range of gymnastics skills focusing on body positioning, rolling, balancing and jumping. Students develop movement sequences that incorporate elements of space, time and effort.	Students explore a range of medium and large ball skills including bouncing, rolling, catching and throwing in a range of modified games and activities. They incorporate elements of effort, space, time, objects and people when performing simple movement sequences.	Students perform in small ball manipulative activities focusing on the skills of rolling, bouncing, catching, throwing, target throwing and striking.	Students perform a range of skills in aquatic activities with a focus on stroke development and lifelong water safety skills. Students demonstrate a range of survival skills, rescues, self-preservation and underwater activities.
Technologies	**Healthy Habitats Unit – Design Technologies** Students explore how plants are grown for food and how food is selected and prepared for healthy eating. They examine the purpose of different gardens, identifying garden creatures and what technologies can be used to help with the identified problems in the garden. Students design a garden for the purpose of growing fresh food in a sustainable way for healthy eating.		**Sequencing Steps to Make a Gross Cake – Digital Technologies** Students follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems. Students will begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions. They will design a sequence of steps using Power Point to show how to make a 'Gross cake' using images and text and convey their instructions to peers.	

Languages - Japanese	**Getting ready for school** Students use language to describe morning routines for getting ready for school in Japan and Australia.	**Cute and cool** Students will explore the importance of the concept of kawaii (cute) for Japanese children through language used to describe clothing items.	**Tell me a story** Students use language to engage with simple traditional Japanese stories.	**Our mascot's adventure** **S**tudents use language to present a story using the text features of traditional stories.
THE ARTS				
Music	**Unit 1: - Sounds like I'm tuned in** Students learn what it means to perform music with a group and be part of an ensemble. They build their listening and performance skills by participating in group musical experiences that encourages part work skills such as keeping a steady beat, balancing their sound and using their inner hearing.		**Unit 2: Sounds like our community** Students build on their known repertoire and make connections to the music they hear in their community. Students share their experiences with the class.	
Dance		Students participate in a dance enrichment program run by external dance instructors Creative Dance Industries (Not assessed)		
Drama	**Puppets Come to Life!** Students delve into drama through global puppetry traditions, including those from Asian cultures and First Nations Australians, fostering cultural awareness and empathy.		**I am Human** Students explore themes of self-discovery, uniqueness, and empathy through activities inspired by the book "I Am Human."	
Visual Arts	Students explore the representation of emotion in portraiture through experimentation with a range of materials and processes and responded to and created a visual artwork that shows emotion.			
ESAS (Entrepreneurial, Sustainability and Science)			**Food Taste Warriors** Students explore food waste problems and identify solutions to reduce food waste.	
Philosophy	Students develop their thinking skills in the class community by asking questions, justifying, giving examples, making connections, building on ideas, and seeking clarification.			

* Units are subject to change throughout the year