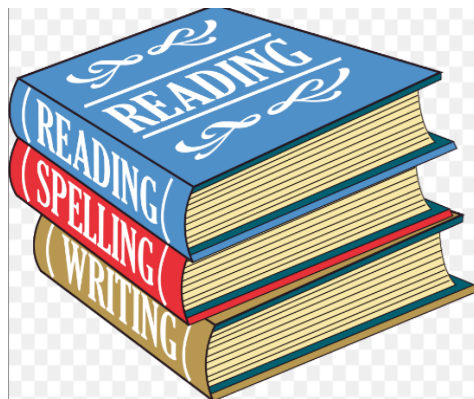


Term Three — Year One Curriculum Overview 2023

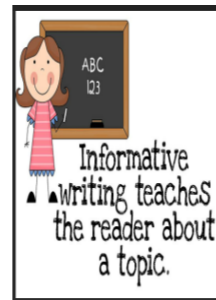
English

This term students will listen to, read, view and interpret picture books, stories from different cultures and informative texts to build an understanding of the purpose and structure of informative texts. Students will engage in many varied opportunities to further develop their ability to gain important information from texts and record their knowledge in simple sentences and drawing labelled images. Many of the texts being read by the students and teachers will have a focus on our living world. The assessment task will require the students to write, present and read a short report to an audience of peers.



How to help your child:

- ◆ Listen to your child read for 20 minutes every night.
- ◆ Ask probing questions about the text.
- ◆ Encourage your child to write– shopping lists, job lists, letters to a friend, diary entries, special notes to grandparents
- ◆ Praise your child's attempts at writing
- ◆ Build a dictionary with words they are unsure of how to write.



Visual Arts

In this unit, students explore ideas about recycling and the environment through found object sculpture.



Health and Wellbeing

My safety, my responsibility

In this unit, students recognise describe changes that occur as they get older. They will also examine and practise strategies to keep themselves and others safe.

Teaching Safety



Mathematics

Number and Algebra

Students will describe number sequences using skip counting in twos, fives and tens, count to and from 100 and locate numbers on a number line. Students will also recognise, describe and order Australian coins according to their value.

Measurement and Geometry

Students will measure and order objects based on length informal units. Students will also explain time durations and tell time to the half hour.

How to help your child:

1. Count items at home and skip count (for example counting eggs in two's in an egg carton)
2. Count and order coins according to value and understanding that 100 cents makes 1 dollar.
3. Measure the length of objects using household items (e.g. measure the kitchen bench using pegs). Please note that the items you measure with should be straight, not overlap or have gaps between them (see image).
4. Discuss with your child how long it takes to complete an activity such as having a shower or brushing your teeth. Compare which one will take the shortest or longest and use a clock to tell the time (o'clock and half-past).



HASS

How do people use spaces?

Students will identify and represent different features of local places. They will identify how features have changed over time, the purpose of the places and how to care for them.



How to help your child with this:

1. Walk around your local area and identify features that are natural, constructed (man-made) or managed (it grows but is looked after/changed by humans e.g. mowed grass).
2. Discuss what the purpose of particular places are, e.g. a classroom is for learning and an oval is for playing sport.
3. Discuss how places have changed over time and how we can take care of them e.g. pick up rubbish.

S.T.E.M

In this Design Technologies unit students will be learning about materials and construction methods to create a puppet with moving parts for a puppet show.



Science

Changes around me: Exploring sky and land

Students will describe objects and events that they encounter in their everyday lives. They will describe changes in the local environment, respond to questions and sort and share observations.

How to help your child:

- * Take a walk around the local area and have your child describe their surroundings.
- * Observe the weather and the sky during the day and during the night.
- * Discuss how environments have changed over time and why.
- * Sort features of places into natural, constructed (man-made) or managed



Physical Education

I'm a Balliever

In this unit, students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body.

They will propose a range of alternatives and test their effectiveness when solving movement challenges.

