

Term Four — Year One Curriculum Overview 2023

English

This term in English, the students will create a procedural text (such as a recipe). They will write a procedure and create images and diagrams that connect to their writing.

Reading

The students will focus on reading with accuracy, fluency and understanding the different purposes of a narrative (story) and a procedure.

How to help your child:

1. Read with them and to them every night for 10 minutes and encourage reading with expression .
2. Practice reading their books out loud speaking clearly with suitable pace.
3. Ask your child the steps taken for simple procedures throughout their day (brushing their teeth, packing their school bag, tying their shoes)
3. Do some simple cooking and ask your child to identify the ingredients, equipment and the correct order of steps taken.

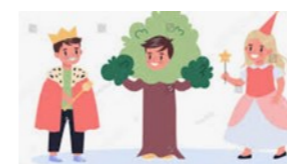


Drama

“Stories Come to Life”

The children will create and perform a drama using a picture book as a basis for their performance.

You can help by reading picture books to your child and get your child to act out scenes from it.



Health and Wellbeing

This term students will identify similarities and differences of groups of people, and how to respond positively to those differences.



Mathematics

Number and Algebra

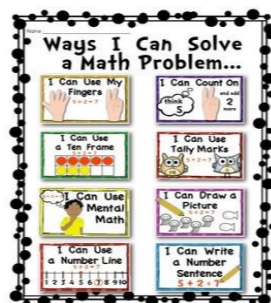
Students will identify and represent one half of an object or a collection and understand that two halves mean two equal parts. Students will also carry out simple addition and subtraction problems using counting strategies with tens frames, diagrams,/models and number lines.

Chance and Data

Students will collect data by asking questions and display their data using tally marks. They will make inferences based on the data/information that they have collected.

How to help your child:

1. Practise dividing objects and collections of food (sandwiches, fruit, lollies) into halves.
2. Create simple addition and subtraction questions to work on together.
3. Conduct small surveys with family and friends about topics (favourite colours/ sport/ activity) and create a tally table.



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.

Technologies

Students will create algorithms to code a BlueBot to perform a range of tasks. They will be retelling stories and solving mathematical equations. Parents can help by practicing lefts and rights with their child.



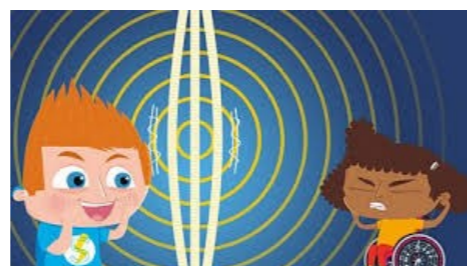
Science

Exploring light and sound: Investigating light and sound

Students will make a sound instrument, change the sound it makes and explain the changes they made to the instrument and how the sound has changed. They will sort collections of toys by light, sound and other features such as colour or texture.

How to help your child:

1. Take a sound walk in your local area. Talk about the things that are designed to make sound (cars, emergency vehicles– fire engines, ambulances– trains)
2. Sort your child's toys and sort them into toys that light up and those that make a noise
3. Explore different sounds using a variety of objects (tap the bench with a wooden spoon. Does it sound different when tapped with a metal spoon?)



Physical Education

Equipped to Move

Students explore movement in response to music. Students perform sequences of movements to music incorporating elements of movement.

Parents can influence their child with positive interactions in relation to dance and movement.

