

Term Four — Year One Curriculum Overview 2026

English

This term in English, the students read, comprehend and create a short-written recount of a familiar imaginative text. They will engage in shared and independent opportunities to build their reading, writing and speaking knowledge and skills. Your child will engage and explore different characters, settings and events in imaginative texts.

How to help your child:

1. Read with them and to them every night for 10 minutes and encourage reading with expression (such as when using a character voice).
3. Ask them questions about the stories (when?, where?, why?, what?, who? how?)
4. Asking them to retell what happened in a story or movie.
5. Ask them what was the problem in the story. How was it resolved?
6. Ask them to use describing words (adjectives) when talking about what they can see or what they want.



Physical Education

Equipped to Move

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

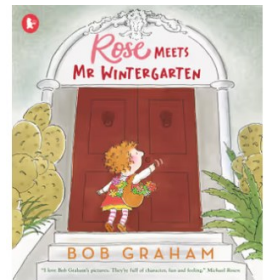
Parents can influence their child with positive interactions in relation to dance and movement.



The Arts

This semester, students are exploring visual arts through the medium of storytelling. They will create artworks in response to the literature. Students will also discover how to use a variety of different materials and media to develop their artworks and portray them in unique avenues.

Parents can help by reading their favourite books and simply creating artwork of their favourite scenes through any means that they choose e.g., drawing, colouring, etc.



Mathematics

Number and Algebra

This term in Mathematics, the students will be skip counting collections and creating and continuing patterns. They will consolidate their understanding of partitioning one and two digit numbers and solving problems involving addition and subtraction.

How to help your child:

1. Create and count collections of things around the house (put objects into groups of 2, 5 or 10 for easy skip counting).
2. Play games that involve counting on and counting back.



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
3. Discuss how places have changed over time and how we can take care of them e.g. pick up rubbish.

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. 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?)



Technologies

This term students will develop their understanding of **cyber safety and responsible digital citizenship**. Through age-appropriate investigations and scenarios, students will explore safe internet habits, identifying trusted adults and knowing how and when to ask for help when using digital technologies.

Ask for help



Tell a grown-up Check before you tap You won't get in trouble

