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Yearly Overview – Year 1

	Term 1	Term 2	Term 3	Term 4
	Theme: Changes over time		**Theme: Places**	
HASS: History	Changes Over Time			
HASS: Geography			Features of Places	Managing Places
English: Language	Personal Recount	Narrative – simple, very structured	Persuasive Poster	Procedure
English: Literacy				
English: Literature	**Focus Texts:** *Hop on Pop, Fox in Socks, Green Eggs and Ham, Cat in the Hat, One Fish, Two Fish, Red Fish, Blue Fish; Jeremy; How I Became a Pirate*	**Focus Text:** *The Gruffalo, The Gruffalo's Child, Room on the Broom, The Snail and the Whale, What the Ladybird Heard, The Very Lonely Firefly*	**Focus Text:** *I Will Never Not Ever Eat a Tomato, Jasper McFlea Will Not Eat His Tea, Ginger McFlea Will Not Clean Her Teeth, Sheep-Pig*	**Focus Text:** *George's Marvellous Medicine, How to Read a Story, How to Wash a Woolly Mammoth, Wombat Stew*
The Arts: Visual Arts	Paperbank Collages			Simple Landscapes
The Arts: Drama		The Very Lonely Firefly		
The Arts: Media				Moving Media
Maths: Number and Algebra	Numbers to 120, Partitioning, Patterns, Addition and Subtraction	Partitioning Collections, Math Modelling	Grouping and Sharing	Number Patterns
Maths: Measurement and Geometry		Shape, Time	Length, Capacity, Mass,	Location
Maths: Stats and Prob				Data
Science	Seasonal Changes	Needs of Living Things	Push and Pull	
Design Technology			Designing Toys	
Digital Technology		Using Digital Systems	Digital Solutions	
Health	What's My Superpower?			Let's Get Healthy

Additional Writing Unit Options: Poetry & Information Report

For other texts to explore visit the website: Picture books to support the Australian Curriculum: Year 1

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English Curriculum Scope and Sequence

	Language	understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands AC9E1LA01	explore language to provide reasons for likes, dislikes and preferences AC9E1LA02	explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain AC9E1LA03	explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LA04	understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images AC9E1LA05	understand that a simple sentence consists of a single independent clause representing a single event or idea AC9E1LA06	understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) AC9E1LA07	compare how images in different types of texts contribute to meaning AC9E1LA08	recognise the vocabulary of learning area topics AC9E1LA09	understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns AC9E1LA10	Literature	discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E1LE01	discuss literary texts and share responses by making connections with students' own experiences AC9E1LE02	discuss plot, character and setting, which are features of stories AC9E1LE03	listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE04	orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools AC9E1LE05
English Unit 1 (includes Writing Unit – Personal Recount)																	
English Unit 2 (includes Writing Unit - Narrative)																	
English Unit 3 (includes Writing Unit - Persuasive)																	
English Unit 4 (includes Writing Unit - Procedure)																	
Writing Units																	
Personal Recount																	
Narrative – simple, very structured																	
Persuasive Poster																	
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Poetry																	
Information Report																	

English Curriculum Scope and Sequence

	Literacy	discuss different texts and identify some features that indicate their purposes AC9E1LY01	use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY02	describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03	read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge AC9E1LY04	use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05	create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words AC9E1LY06	create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07	write words using unjoined lower-case and upper-case letters AC9E1LY08	segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) AC9E1LY09	orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) AC9E1LY10	use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words AC9E1LY11	understand that a letter can represent more than one sound and that a syllable must contain a vowel sound AC9E1LY12	spell one- and two-syllable words with common letter patterns AC9E1LY13	read and write an increasing number of high-frequency words AC9E1LY14	recognise and know how to use grammatical morphemes to create word families AC9E1LY15
English Unit 1 (includes Writing Unit – Personal Recount)																
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Term 4	Term 3	Term 2	Term 1	Maths Curriculum Scope & Sequence
				Number and Algebra
			Numbers to 120	recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts AC9M1N01
			Partitioning	partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones AC9M1N02
		Partitioning Collections		quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting AC9M1N03
			Addition and Subtraction	add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies AC9M1N04
		Math Modelling		use mathematical modelling to solve practical problems involving additive situations, including simple money transactions; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem AC9M1N05
	Grouping and Sharing			use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem AC9M1N06
Number Patterns				recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens AC9M1A01
			Patterns	recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit AC9M1A02
				Measurement and Geometry
	Mass			compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning AC9M1M01
	Capacity			compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning AC9M1M01
	Length			compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning AC9M1M01
				measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end AC9M1M02
		Time		compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning AC9M1M01
				describe the duration and sequence of events using years, months, weeks, days and hours AC9M1M03
		Shape		make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them AC9M1SP01
Location				give and follow directions to move people and objects to different locations within a space AC9M1SP02
				Statistics and Probability
Data				acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols AC9M1ST01
				represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings AC9M1ST02

Term 4	Term 3 Push and Pull	Term 2 Needs of Living Things	Term 1 Seasonal Changes	Science Curriculum Scope and Sequence
				Science Understanding
No need to teach science this term				Biological Sciences
				identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs AC9S1U01
				Physical Sciences
				describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape AC9S1U03
				Earth and Space Sciences
				describe daily and seasonal changes in the environment and explore how these changes affect everyday life AC9S1U02
				Science as a Human Endeavour
				describe how people use science in their daily lives, including using patterns to make scientific predictions AC9S1H01
				Science Inquiry
				pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S1I01
				suggest and follow safe procedures to investigate questions and test predictions AC9S1I02
				make and record observations, including informal measurements, using digital tools as appropriate AC9S1I03
				sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S1I04
				compare observations with predictions and others' observations, consider if investigations are fair and identify further questions with guidance AC9S1I05
				write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary AC9S1I06

Term 4 Managing Places	Term 3 Features of Places	Term 2	Term 1 (Changes over Time)	HASS Curriculum Scope and Sequence
				Knowledge and Understanding
				History
				differences in family structures and roles today, and how these have changed or remained the same over time AC9HS1K01
				continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods AC9HS1K02
				Geography
				the natural, managed and constructed features of local places, and their location AC9HS1K03
				how places change and how they can be cared for by different groups including First Nations Australians AC9HS1K04
				Skills
				develop questions about objects, people, places and events in the past and present AC9HS1S01
				collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02
				interpret information and data from observations and provided sources, including the comparison of objects from the past and present AC9HS1S03
				discuss perspectives related to objects, people, places and events AC9HS1S04
				draw conclusions and make proposals AC9HS1S05
				develop narratives and share observations, using sources, and subject-specific terms AC9HS1S06

No need to teach HASS this term

Health Curriculum Scope and Sequence	Personal, Social and Community Health	Describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01	Identify and explore skills and strategies to develop respectful relationships AC9HP2P02	Identify how different situations influence emotional responses AC9HP2P03	practise strategies they can use when they need to seek, give or deny permission respectfully AC9HP2P04	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05	investigate a range of health messages and practices in their community and discuss their purposes AC9HP2P06
Term 1 What's My Superpower?							
Term 2		**No need to teach Health this term**					
Term 3		**No need to teach Health this term**					
Term 4 Let's Get Healthy							

Term 4	Term 3	Term 2	Term 1	The Arts Curriculum Scope and Sequence
				Visual Arts
Simple Landscapes			Paperbank Collages	explore where, why and how people across cultures, communities and/or other contexts experience visual arts AC9AVA2E01
				explore examples of visual arts created by First Nations Australians AC9AVA2E02
				experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01
				use visual conventions, visual arts processes and materials to create artworks AC9AVA2C01
				Media Arts
Moving Media				explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01
				explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02
				explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01
				use media languages and media technologies to construct representations AC9AMA2C01
				Drama
		The Very Lonely Firefly		explore where, why and how people across cultures, communities and/or other contexts experience drama AC9ADR2E01
				explore examples of drama created and/or performed by First Nations Australians AC9ADR2E02
				use the elements of drama and imagination in dramatic play and/or process drama AC9ADR2D01
				create and co-create fictional situations based on imagination and/or experience AC9ADR2C01

Term 4	Term 3	Term 2	Term 1	Technology Curriculum Scope and Sequence
				Design Technology
	Designing Toys			Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability. AC9TDE2K01
				Explore how technologies including materials affect movement in products. AC9TDE2K02
				Explore how plants and animals are grown for food, clothing and shelter. AC9TDE2K03
				Explore how food can be selected and prepared for healthy eating. AC9TDE2K04
				Generate and communicate design ideas through describing, drawing or modelling, including using digital tools. AC9TDE2P01
				Use materials, components, tools, equipment and techniques to safety made designed solutions. AC9TDE2P02
				Evaluate the success of design ideas and solutions based on personal preferences and including sustainability. AC9TDE2P03
				Sequence steps for making designed solutions cooperatively. AC9TDE2P04
				Digital Technology
				identify and explore digital systems and their components for a purpose AC9TDI2K01
				represent data as pictures, symbols, numbers and words AC9TDI2K02
	Digital Solutions			investigate simple problems for known users that can be solved with digital systems AC9TDI2P01
				follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration(repetition) AC9TDI2P02
				discuss how existing digital systems satisfy identified needs for known users AC9TDI2P03
		Using Digital Systems		use the basic features of common digital tools to create, locate and communicate content AC9TDI2P04
				use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults AC9TDI2P05
				access their school account with a recorded username and password AC9TDI2P06
				discuss that some websites and apps store their personal data online AC9TDI2P07