

Year 1 2025 Curriculum Overview				
Learning area	SEMESTER 1		SEMESTER 2	
Achievement Standard	By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice. They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency. They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.			7 hours
English v9	UNIT 1 Engaging with imaginative stories	UNIT 2 Exploring and creating informative texts	UNIT 3 Expressing opinions about procedures in texts	UNIT 4 Exploring and responding to imaginative texts
	Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences. Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.	Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts. Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences. Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.	Students engage with a range of texts that contain topics or story elements that can be presented as a procedure. They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts. Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details. Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations.	Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure. Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning. Students engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details.

Achievement Standard	By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. Students use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit. They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space. They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.			5 hours
Mathematics v9	UNIT 1 Number, Space, Statistics	UNIT 2 Number, Algebra, Measurement	UNIT 3 Number, Space, Measurement	UNIT 4 Number, Algebra
	Students further develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none"><li>develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities</li><li>use physical and virtual materials to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond two digits</li><li>use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others</li><li>use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations</li><li>use simple surveys to collect and sort data, based on a question of interest, such as colour of eyes; recognise that data can be represented in different ways such as objects, images, drawings, lists and symbols; compare and discuss data by identifying patterns.</li></ul>	Students further develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none"><li>use physical and virtual materials to demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones</li><li>use skip counting to quantify physical collections</li><li>recognise patterns in numbers and extend knowledge of numbers beyond two digits</li><li>use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li><li>explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events.</li></ul>	Students further develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none"><li>demonstrate that numbers can be represented, partitioned and composed in various ways (for example: partition collections into equal groups, skip count) and extend their knowledge of numbers beyond two digits</li><li>use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li><li>use spatial features to classify shapes and objects and recognise shapes and objects in the environment and communicate reasoning (for example: explaining choices when ordering objects)</li><li>explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning</li><li>measure the length of shapes and objects using uniform informal units in an everyday situation.</li></ul>	Students further develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none"><li>connect understanding of numbers to at least 120 by representing, partitioning and composing in various ways</li><li>use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li><li>use skip counting to quantify physical collections initially by 2s, 5s, 10s</li><li>recognise repeated patterns in numbers, symbols and objects using physical and virtual materials.</li></ul>

Achievement Standard	By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.			30 mins
Science V8.4	Unit 3: Changes around me	Unit 1: Living adventure	Unit 2: Material madness	Unit 4: Explore light and sound
	Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.	Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.	Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.	Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.

Year 1 2025 Curriculum Overview			
Learning area	SEMESTER 1	SEMESTER 2	MINIMUM TIME ALLOCATIONS PER WEEK
Achievement Standard	By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.		45 mins
HASS V8.4	Unit 2: My changing world	Unit 1: My changing life	
	<b>Inquiry question:</b> <ul style="list-style-type: none"><li>What are the features of my local places and how have they changed?</li></ul> <b>In this unit, students:</b> <ul style="list-style-type: none"><li>draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops</li><li>recognise that the features of places can be natural, managed or constructed</li><li>identify and describe the natural, constructed and managed features of places</li><li>examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places</li><li>represent local places using pictorial maps and describe local places using the language of direction and location</li><li>respond to questions to find out about the features of places, the activities that occur in places and the care of places</li><li>collect and record geographical data and information, such as observations to investigate a local place</li><li>reflect on learning to respond to questions about how places and their features can be cared for.</li></ul>	<b>Inquiry question:</b> <ul style="list-style-type: none"><li>How has my family and daily life changed over time?</li></ul> <b>In this unit, students:</b> <ul style="list-style-type: none"><li>explore family structures and the roles of family members over time</li><li>recognise events that happened in the past may be memorable or have personal significance</li><li>identify and describe important dates and changes in their own lives</li><li>compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li><li>respond to questions about the recent past</li><li>sequence and describe events of personal significance using terms to describe the passing of time</li><li>examine sources, such as images, objects and family stories, that have personal significance</li><li>share stories about the past.</li></ul>	

Achievement Standard	By the end of Year 1 & 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.				2 hours
HPE Health V8.4 Specialist Teacher RESPECT PROGRAM EMBEDDED	Unit 3: We all belong & Unit 1: A little independence (combined units) RRE		Unit 2 Good choices, healthy me	Unit 4: My safety, my responsibilities RRE	NCT Health Specialist 1.5 hours/week
	U3: Students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong. U1: Students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.		Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students describe how to keep themselves and others healthy in different situations.	Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.	
HPE Movement V8.4 Specialist Teacher	Unit 1: Ropes and rhymes	Unit 2: iMove, iJump, iLand	Unit 3: They keep me rolling	Unit 4: What's your target?	NCT PE Specialist 30 mins/week
	Students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping.	Students demonstrate fundamental movement skills of rolling, balancing and jumping. They perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.	Students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based scooter board challenges.	Students demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).	

Achievement Standard	By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.		By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.		1 hour	
THE ARTS V8.4	DRAMA Unit 5: Stories come to life		MEDIA ARTS Unit 1: Family stories			
	In this unit, students make and respond to drama by using picture books as a stimulus as they bring them to life with voice, movement, soundscapes and improvisations for performance. Students will: <ul style="list-style-type: none"><li>explore role and dramatic action in dramatic play and improvisation</li><li>use voice, facial expression, movement, space and focus to imagine and establish role and situation</li><li>present drama that communicates ideas based on a picture book</li><li>respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.</li></ul>		In this unit, students explore characters and settings in media artworks inspired by a story. Students will: <ul style="list-style-type: none"><li>experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretations of a shared story</li><li>describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander peoples to respond to meaning and visual language.</li></ul>			
Achievement Standard	By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.					
THE ARTS Music V8.4  Specialist Teacher	Unit 1: Let's sing and play together		Unit 3: Different places			
	In this unit, students explore rhymes and songs as stimulus for music making and responding. Students will: <ul style="list-style-type: none"><li>develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes</li><li>sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community</li><li>create compositions and perform music to communicate ideas to an audience</li><li>respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples.</li></ul>		In this unit, students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding. Students will: <ul style="list-style-type: none"><li>develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces on the theme of different places, using voice, movement and body percussion</li><li>sing and play instruments to improvise and practise a repertoire of chants, songs and rhymes related to different places</li><li>create compositions and perform music to communicate ideas that represent different places</li><li>respond to music and consider where and why people make music, including music of Aboriginal peoples and Torres Strait Islander peoples.</li></ul>			

NCT Music Specialist  
30 mins/week

Achievement Standard	By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.	By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts. With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.	30 mins
Technologies V8.4	DIGITAL TECHNOLOGY Unit 1: Computers - Handy helpers (Part B)	DESIGN AND TECHNOLOGIES Unit 3: Materials and technologies specialisations – It's Showtime!	
	In this unit, students in Prep-Year 2 learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They: <ul style="list-style-type: none"><li>recognise and explore how digital and information systems are used for particular purposes in daily life</li><li>collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li><li>describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts</li><li>develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems</li><li>work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li></ul>	In this unit, students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a musical instrument with moving parts to use with a piece of music. Students apply processes and production skills, in: <ul style="list-style-type: none"><li>investigating materials, technologies for shaping and joining, and how designs meet people's needs</li><li>generating and refining design ideas</li><li>producing an instrument that meets the design brief</li><li>evaluating their design and production processes</li><li>collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.</li></ul>	

OONONBA STATE SCHOOL – Year 1 2025	Timeline 2025				
		T1	T2	T3	T4
	SSP: PLD – phonics sequence (reading & spelling) Screeners and trackers	✓	✓	✓	✓
	RESPECTFUL RELATIONSHIPS EDUCATION	✓	✓	✓	✓
	LIFE EDUCATION	✓	✓		
	WRITING (samples – monitoring)				✓
	STANDARDISED TESTING SOUTH AUSTRALIA SPELLING				✓
	STANDARDISED TESTING YEAR 1 PHONICS CHECK			✓	
	WATER SAFETY & SWIMMING EXPECTATIONS			✓	
	EXCURSIONS/INCURSIONS		SCIENCE Incursion: Thursday 29 <sup>th</sup> May - Term 2 Week 6  HASS Excursion: Term 2 week 7		