



# Yugumbir State School

## Year 1 Yearly Overview Curriculum Plan

### 2022

CARING HEARTS  
ENQUIRING MINDS  
ENRICHING LIVES

		Term 1	Term 2	Term 3	Term 4	
<b>CLASS TEACHER</b>	<b>ENGLISH – V8 AC</b>	<p><b>Exploring How a Story Works</b> Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.</p> <p><b>Task 1 - Responding to imaginative texts</b> Students comprehend and respond to imaginative texts (picture books).</p>	<p><b>Exploring Characters in Stories</b> Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</p> <p><b>Task 1 – Character description</b> Students create a character description using writing and images.</p>	<p><b>Exploring and Engaging Poetry</b> Students listen to, read and view a variety of poems to explore sound patterns and features of poetry. Students identifying language features and vocabulary used in poetry and recognising literal and implied meaning. Students create a poem, using their learned knowledge of sound patterns and features of poetry.</p> <p><b>Task 1 – Poetry Comprehension</b> Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning.</p> <p><b>Task 2 – Create a Poem</b> Students create a poem using sound patterns and features of poetry.</p>	<p><b>Retelling Cultural Stories</b> Students listen to, read, view and interpret picture books and stories from different cultures. They write and create a digital multimodal text of their cultural retelling.</p> <p><b>Task 1 - Retelling of a cultural story</b> Students create and present a digital multimodal retelling of a traditional or cultural story.</p>	<p><b>Creating Digital Procedural Texts</b> Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a procedure from a literary context. Students explore a series of picture books with persuasive features and write and present their procedural text in an interview.</p> <p><b>Task 1– Reading and comprehension</b> Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts.</p> <p><b>Task 2– Procedure</b> Students create a procedure, combining and connecting written and visual elements and presenting their procedural text in an interview.</p>
<b>CLASS TEACHER</b>	<b>MATHS – V8 AC– C2C</b>	<p><b>Unit 1</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the tens counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growth patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction, explore commutativity.</li> <li>Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.</li> <li>Chance — describe the outcomes of familiar events.</li> <li>Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data.</li> </ul> <p><b>Assessments:</b> <b>Classifying outcomes - Written/Interview</b> Students classify outcomes of simple familiar events. <b>Understanding teen numbers - Written</b> Students recognise, model, write and order numbers to 20.</p>	<p><b>Unit 2</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems.</li> <li>Fractions and decimals — investigate wholes and halves, partition to make equal parts</li> <li>Money and financial mathematics — explore features of Australian coins.</li> <li>Patterns and algebra — investigate and describe repeating and growing patterns, connect counting sequences to growth patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns</li> <li>Using units of measurement — describe the duration of an hour, explore and tell time to the hour.</li> <li>Shape — Investigate the features of three-dimensional objects &amp; two-dimensional shapes, &amp; describe two-dimensional shapes &amp; three-dimensional objects.</li> <li>Location and transformation — explore and describe location, investigate and describe position, direction and movement, interpret directions.</li> </ul> <p><b>Assessments:</b> <b>Using the language of direction - Observation</b> Students give and follow directions to familiar locations. <b>Describing two-dimensional shapes and three-dimensional objects - Interview</b> Students describe two-dimensional shapes and three-dimensional objects.</p>	<p><b>Unit 3</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — recall, represent and, count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; adding single and two-digit numbers; represent, explore doubling and halving; record and solve simple addition and subtraction problems.</li> <li>Money and financial mathematics - recognise, describe, and order Australian coins according to their value.</li> <li>Patterns and algebra — recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence.</li> <li>Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe durations in time, tell time to the half hour; represent times on digital and analog clocks.</li> <li>Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects.</li> <li>Location and transformation - give and follow directions; investigate position, direction and movement.</li> </ul> <p><b>Assessments:</b> <b>Measuring using informal units - Practical</b> Students' measure and order objects based on length and capacity using informal units. <b>Explaining duration and telling time - Short answer questions</b> Students explain time durations and tell time to the half hour. <b>Understanding number sequences and recognising Australian coins - Short answer questions</b> Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line and recognise Australian coins according to their value.</p>	<p><b>Unit 4</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts.</li> <li>Fractions and decimals — identify one half.</li> <li>Patterns and algebra - describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns.</li> <li>Chance — identify the chance of events occurring, predict outcomes of familiar events.</li> <li>Data representation and interpretation — ask suitable questions to collect data, collect and represent data.</li> </ul> <p><b>Assessments:</b> <b>Identifying one half - Short answer questions</b> Students identify representations of one half. <b>Making inferences from collected data - Short answer questions</b> Students collect data by asking questions, draw and describe data displays and make simple inferences <b>Adding and subtracting counting strategies - Short answer questions</b> Students carry out simple addition and subtraction. <b>Investigating number facts - Portfolio</b> Students use simple strategies to reason and solve a number inquiry question.</p>	

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CLASS TEACHER	SCIENCE – V8 AC – C2C	<p><b>Material Madness</b> 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 physical 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.</p> <p><b>Unit 2: Rocking the boat</b> Students describe the effects of physical changes made to a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.</p>	<p><b>Living Adventure</b> 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.</p> <p><b>Unit 1: Describing a habitat</b> Students describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others.</p>	<p><b>Changes Around Me</b> 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.</p> <p><b>Unit 3: Exploring sky and land</b> Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment. They respond to questions and sort and share observations.</p>	<p><b>Exploring Light and Sound</b> 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.</p> <p><b>Unit 4: Investigating light and sound</b> Students participate in a guided investigation designing a toy that makes sound and describe the effects of interacting with it. They sort objects according to criteria and share observations with others.</p>
		<p><b>My Changing Life</b> Inquiry questions:  <ul style="list-style-type: none"> <li>How has my family and daily life changed over time?</li> </ul> In this unit, students: <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> <p><b>Assessment Task:</b> To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>identify and describe important changes in their own lives</li> <li>sequence personal changes and family events in order</li> <li>compare aspects of daily life in the recent past to the present</li> <li>respond to questions about the recent past and present</li> <li>use everyday terms denoting the passing of time</li> <li>relate a story about the past.</li> </ul> </p> </p>	<p><b>My Changing World</b> Inquiry questions:  <ul style="list-style-type: none"> <li>What are the features of my local places and how have they changed?</li> </ul> In this unit, students: <ul style="list-style-type: none"> <li>draw on studies at the personal and local scale, including familiar places, for example, 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 and interviews to investigate a local place</li> <li>reflect on learning to respond to questions about how features of places can be cared for.</li> </ul> <p><b>Assessment Task:</b> To investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>describe the features of familiar places and identify changes to the features of places</li> <li>recognise that people describe the features of places differently</li> <li>respond to questions about places</li> <li>collect and interpret data and information from observations and sources provided</li> <li>represent the location of different places and their features on labelled maps and describe direction and location</li> <li>reflect on their learning to suggest ways to care for places.</li> </ul> </p> </p>		
CLASS TEACHER	HASS - V8 AC – C2C				
SPECIALIST TEACHER	C2C - V8 – HPE - Health	<p><b>Good Choices Healthy Me</b> 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.</p> <p><b>Short answer questions</b> Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: examine messages related to health decisions and describe actions that help keep themselves and others healthy and physically active.</p>		<p><b>My Safety My Responsibilities</b> 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 identify and practise emotional responses that reflect their own and others' feelings. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p> <p><b>Collection of work</b> Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>describe changes that occur as they grow older</li> </ul> select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems.</p>	
		<p><b>Motor Circuits</b> Students demonstrate fundamental movement skills in a variety of movement sequences and situations. They test alternatives to solve movement challenges using a variety of apparatus such as climbing frames, beams, planks and ladders.</p> <p><b>Checklist of skills</b> Students demonstrate their practical skill through a series of tasks in a circuit format. Focused observations of the skills are recorded.</p>	<p><b>Ball Circuits</b> Students demonstrate fundamental movement skills in a variety of movement sequences and situations. They develop basic ball skills such as throwing underarm, overarm, bowling kicking and striking using a variety of balls and targets</p> <p><b>Checklist of skills</b> Students demonstrate their practical ball skills through a series of tasks.</p>	<p><b>Let's Have a Ball</b> Students develop their running and jumping skills to enable them to participate in a variety of movement challenges. They incorporate their large ball skills in minor games. They discuss what changes are happening to the body during vigorous physical activity.</p> <p><b>Checklist of skills</b> Students demonstrate their skills through a series of tasks. Focused observations of the skills are recorded.</p>	<p><b>Let's Move It</b> Students demonstrate movement challenges incorporating the elements of movement such as speed, flow, height and balance. They test alternatives to solve movement challenges in educational gymnastics. They use positive strategies to work cooperatively with others.</p> <p><b>Collection of Work</b> Students respond to the movement tasks individually and creatively. They will work together with a partner in mirroring and forming letters. The assessment will be done throughout the term.</p>
	<p><b>Asia and First Nations – Dance</b> In this unit, students practise and respond to dance by exploring First nations and Asian Dance.</p> <p>Students will: <ul style="list-style-type: none"> <li>Explore and respond to different types of Dance including: Taba Naba (Torres Strait), Emu Dance (Aboriginal), Poi (Maori), and other forms of dance</li> <li>Use fundamental movement skills to develop technical skills when practising dance steps</li> <li>Present dance sequences including: Taba Naba, Emu, Poi</li> <li>Respond to dance, considering where and why people dance starting with dances of Aboriginal peoples and Torres Strait Islanders peoples and Asian Peoples.</li> </ul> </p>	<p><b>Character Crayon – Drama</b> 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, soundscape and improvisations of a 'Character Crayon'.</p> <p>Students will: <ul style="list-style-type: none"> <li>Explore role and dramatic action in dramatic play and improvisation</li> <li>Use voice, facial expressions, movement. Space and focus to imagine and establish role situation.</li> <li>Present a skit of their 'Character Crayon' based on 'The Day the Crayon's Quit.'</li> <li>Respond to own and other's drama and consider where and why people</li> <li>Make drama , including drama of Aboriginal peoples and Torres Strait Islander people</li> </ul> </p>			

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C2C - V8 - THE ARTS - Music	<b>Beat</b> Beat is a fundamental element of music, and essential to the development of any musician. Students will learn about the beat and perform the beat in a variety of different movements.			<b>Let's Sing and Play Together</b> Students will use elements of text, instrumentation and dynamics to modify a known echo song. They will rehearse and lead the class in performing the song, and discuss similarities and differences between theirs and others' music.	
	<b>Coding – Emergency Services</b> Students investigate digital system and technologies within the Emergency Services. They will use their knowledge of how Emergency Service vehicles navigate to create designed solutions, moving a digital device (Blue Bot) through various obstacles to get to their destination in the quickest route.			<b>From Farm to Plate</b> Students will explore how plants and animals are grown for a purpose. They will use their knowledge of explored animals and farms to create a design solution for <i>the Ultimate Farm</i> .	