<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
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<tr>
<td>Exploring emotion in picture books</td>
<td>Exploring how a story works</td>
<td>Exploring characters in stories</td>
<td>Engaging with poetry</td>
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<tr>
<td>Students listen to, read, and view picture books and stories from their own and other cultures to analyse and explain familiar stories.</td>
<td>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 written character descriptions.</td>
<td>Students listen to, read, view and interpret spoken, written and multimedia texts to explore how they reflect human qualities. Students present an interview in pairs asking open and closed questions of an animal character.</td>
<td>Examining language of communication — questioning</td>
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<tr>
<td><strong>Time</strong></td>
<td><strong>Duration</strong></td>
<td><strong>Number and place value</strong></td>
<td><strong>Number and place value</strong></td>
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<tr>
<td>7 hours/week</td>
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<tr>
<td><strong>Unit Overview</strong></td>
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<tr>
<td><strong>Achieved standard</strong></td>
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**YEAR 1 OVERVIEW**

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a range of purposes. They interact in pairs, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities of informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.

Students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of

- Number and place value — recognise, model, count and order 2-digit numbers and partition small collections flexibly, represent addition and subtraction situations and use the commutative principle
- Time — use days and weeks to show duration
- Measurement — compare, order and measure lengths of objects.

- Number and place value — recognise, model, count and order 2-digit numbers and partition small collections flexibly, represent addition and subtraction situations and use a range of strategies to recall basic addition facts and use the commutative principle
- Number and place value — representing, recognising, reading, counting and ordering numbers
- Addition and subtraction — understanding relationships, counting on and partitioning
- Data — gather, represent and interpret data
- Chance — describe the likelihood of events.

- Time — exploring o'clock on an analogue clock
- Number — representing, recognising, counting, ordering numbers to 100
- Addition & subtraction — understanding relationships, counting on, partitioning & rearranging, solving a range of simple problems
- Fractions — exploring half a collection or quantity
- Data — gathering, representing and interpreting data.

- Number sense — exploring and representing the 'trend' numbers using standard place value partitioning
- Location — giving and following directions
- Money — recognising and describing Australian coins
- Time — reading and representing time to the hour.

- Number sense — exploring and describing number sequences and number patterns; and exploring and representing two digit numbers using standard place value partitioning
- Capacity — measuring and comparing capacities of pairs of objects
- Money — ordering Australian coins according to their value.

- Number sense — exploring and representing two digit numbers using standard place value partitioning, locating and positioning numbers linearly, representing and solving simple addition and subtraction using a range of strategies
- Shape — recognising and classifying two-dimensional shapes and three-dimensional objects
- Data — investigating simple questions to collect data, representing and describing data displays.

- Number — exploring add and sub 'st' situations, posing a question to inquire about add and sub and using mathematical evidence to justify a decision
- Chance — describing the outcomes of events as 'will', 'won't' and 'might' happen; modifying events to alter the chance of an outcome
- Patterns — identify and describe number patterns generated from add and sub
- Working with number — revising number, addition, subtraction and chance in a variety of contexts.
### PERSONAL DEVELOPMENT

- **Term 1 Unit 1**
  - **Essential learnings**
  - Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

- **Term 1 Unit 2**
  - **Essential learnings**
  - Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

- **Term 2 Unit 3**
  - **Essential learnings**
  - Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

- **Term 3 Unit 4**
  - **Essential learnings**
  - Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

### HEALTH

- **Term 1 Unit 1**
  - **Essential learnings**
  - Health is multidimensional and influenced by everyday actions and environments.

- **Term 1 Unit 2**
  - **Essential learnings**
  - Health is multidimensional and influenced by everyday actions and environments.

- **Term 2 Unit 3**
  - **Essential learnings**
  - Health is multidimensional and influenced by everyday actions and environments.

- **Term 3 Unit 4**
  - **Essential learnings**
  - Health is multidimensional and influenced by everyday actions and environments.

### TECHNOLOGY

- **Term 1 Unit 1**
  - **Essential learnings**
  - Information, materials and systems (resources) are used to make products for particular purposes and contexts.

- **Term 1 Unit 2**
  - **Essential learnings**
  - Information, materials and systems (resources) are used to make products for particular purposes and contexts.

- **Term 2 Unit 3**
  - **Essential learnings**
  - Information, materials and systems (resources) are used to make products for particular purposes and contexts.

- **Term 3 Unit 4**
  - **Essential learnings**
  - Information, materials and systems (resources) are used to make products for particular purposes and contexts.

### THE ARTS

- **Term 1 Unit 1**
  - **Essential learnings**
  - Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.

- **Term 1 Unit 2**
  - **Essential learnings**
  - Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.

- **Term 2 Unit 3**
  - **Essential learnings**
  - Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.

- **Term 3 Unit 4**
  - **Essential learnings**
  - Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.

### HISTORY

- **Term 1 Unit 1**
  - **Essential learnings**
  - In this unit, students:
    - Understand concepts and terms used to describe the passing of time.
    - Understand how a timeline can order events according to past, present or possible future.
    - Recognise events that happened in the past may be memorable or have personal significance.
    - Collect and discuss sources, such as images, objects and family stories, that have personal significance.
    - Sequence events of personal significance.

- **Term 1 Unit 2**
  - **Essential learnings**
  - In this unit, students:
    - Identify elements of significance in the childhood lives of their parents and grandparents.
    - Compare and contrast the childhood of their parents and grandparents with their own.
    - Recognise elements of childhoods that may have changed or remained the same.
    - Pose questions about what life was like in grandparents’ childhood.
    - Examine sources showing family life over generations.
    - Interview grandparents or special older person to gain information to use in a narrative about how family life has changed.

### POLITICAL AND ECONOMIC SYSTEMS

- **Term 1 Unit 1**
  - **Essential learnings**
  - Local natural, social and built environments are defined by specific features and can be sustained by certain activities.

- **Term 1 Unit 2**
  - **Essential learnings**
  - Local natural, social and built environments are defined by specific features and can be sustained by certain activities.

- **Term 2 Unit 3**
  - **Essential learnings**
  - Local natural, social and built environments are defined by specific features and can be sustained by certain activities.

- **Term 2 Unit 4**
  - **Essential learnings**
  - Local natural, social and built environments are defined by specific features and can be sustained by certain activities.

### INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)

- **Term 1 Unit 1**
  - **Essential learnings**
  - Resources are used to make products for particular purposes and contexts.

- **Term 1 Unit 2**
  - **Essential learnings**
  - Resources are used to make products for particular purposes and contexts.

- **Term 2 Unit 3**
  - **Essential learnings**
  - Resources are used to make products for particular purposes and contexts.

- **Term 2 Unit 4**
  - **Essential learnings**
  - Resources are used to make products for particular purposes and contexts.
### Language

**Expressing and developing ideas**

- Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words
  - writing one-syllable words containing known blends, for example 'bl', 'st'
  - learning an increasing number of high frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about')

- Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’
  - building word families from common morphemes (for example 'play', 'plays', 'playing', 'played', 'playground')
  - using morphemes to read words (for example by recognising the ‘stem’ in words such as ‘walk/ed’)

### Sound and letter knowledge

**Manipulate sounds in spoken words including phoneme deletion and substitution**

- recognising words that start with a given sound, end with a given sound, have a given medial sound, rhyme with a given word
- recognising and producing rhyming words
- replacing sounds in spoken words (for example replace the ‘m’ in ‘mat’ with ‘c’ to form a new word ‘cat’)
- saying sounds in order for a given spoken word (for example t/h/s, th/s/s)

**Understand the variability of sound --- letter matches**

- recognising that letters can have more than one sound (for example ‘u’ in ‘cut’, ‘put’, ‘use’ and a in ‘cat’, ‘father’, ‘any’)
- recognising sounds that can be produced by different letters (for example the /s/ sound in ‘sat’, ‘cent’, ‘scene’

### Suggested Framework from C2C

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<tbody>
<tr>
<td>Unit 2</td>
<td>Word endings – final /k/ sound</td>
<td>Diphthongs ‘oi’ and ‘oy’</td>
<td>Contractions</td>
<td>Silent /e/ spelled /ea/</td>
<td>Consolidation</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Silent /e/</td>
<td>Long vowel /ai/ /ay/ /eal/ /eal/ /el/ /ie/ /y/</td>
<td>Long vowel /oe/ /oi/ /ew/ /ue/</td>
<td>Diphthongs /ou/ /ow/</td>
<td>Ambiguous short vowel /oo/</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Revise blends /qu/ and /tw/</td>
<td>Plurals</td>
<td>Ambiguous vowels ‘oo’</td>
<td>Final digraph ‘ff’ ‘ll’ ‘ss’ and ‘zz’</td>
<td>Consolidation</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Common homophones</td>
<td>Exception to VC-e pattern</td>
<td>Revise long vowel – silent /e/</td>
<td>/r/ influenced vowels – ar, er, ir</td>
<td>/r/ influenced vowels /ar/ /ur/</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Days of the week</td>
<td>Number names zero to ten</td>
<td>Ambiguous vowels short /o/ sound</td>
<td>initial digraphs – ‘ch’ ‘ph’ ‘sh’ ‘th’ ‘wh’</td>
<td>Consolidation</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Inflectional endings – adding plural -es</td>
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<td>Making nouns – adding -er</td>
<td>Adding –ing to regular verbs</td>
<td>Consolidation</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Ordinal numbers 1st to 10th</td>
<td>Names of colours</td>
<td>Compound words</td>
<td>Dictionary skills/word games</td>
<td>Consolidation</td>
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