

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>YEAR 1 OVERVIEW</b>									
<b>ENGLISH YR 1</b>	7 hours/week	<p><b>Achievement standard</b> By the end of Year 1, students understand the different purposes of <u>texts</u>. They make connections to personal experience when explaining characters and main events in short <u>texts</u>. They identify the <u>language features</u>, images and vocabulary used to describe characters and events. Students <u>read aloud</u>, with developing fluency and intonation, short <u>texts</u> with some unfamiliar vocabulary, simple and compound <u>sentences</u> and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, <u>sentence boundary</u> punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in <u>texts</u>. They <u>listen</u> to others when taking part in conversations, using appropriate <u>language features</u>. They <u>listen</u> for and reproduce letter patterns and letter clusters. Students understand how characters in <u>texts</u> are developed and give reasons for personal preferences. They <u>create texts</u> that show understanding of the connection between writing, speech and images. They <u>create</u> short <u>texts</u> for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected <u>sentences</u> 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.</p>							
	<b>Unit Overview</b>	<p><b>Exploring emotion in picture books</b> Students listen to, read, view and interpret written picture books including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.</p>	<p><b>Explaining how a story works</b> Students listen to, read and view picture books and stories from their own and other cultures to analyse and explain a familiar story.</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 written character descriptions.</p>	<p><b>Engaging with poetry</b> Students listen to, read and view a variety of poems to explore sound and rhythm. Students recite a poem to the class and reflect on their recitation.</p>	<p><b>Examining language of communication — questioning</b> Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students present an interview in pairs asking open and closed questions of an animal character.</p>	<p><b>Retelling cultural stories</b> Students listen to, read, view and interpret picture books and stories including a wide selection from different cultures. They write and read a retell of their favourite story to an audience of peers.</p>	<p><b>Creating digital procedural texts</b> Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language and text structures of instruction in literary and information contexts.</p>	<p><b>Creating digital texts</b> Students listen to, read, view and interpret a range of narrative texts to create a digital innovation on a favourite story. Students present a spoken justification about the choices for their innovation.</p>
<b>MATHEMATICS YR 1</b>	5 hours/week	<p><b>Achievement standard</b> 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 using 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.</p>							
	<b>Unit Overview</b>	<p>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</p>							
		<p><b>Number and place value</b> — 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 <b>Time</b> — use days and weeks to show duration <b>Measurement</b> — compare, order and measure lengths of objects.</p>	<p><b>Number and place value</b> — 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 <b>Location and direction</b> — follow and give directions <b>Data</b> — gather, represent and interpret data <b>Chance</b> — describe the likelihood of events.</p>	<p><b>Time</b> — exploring o'clock on analogue clocks <b>Duration</b> — describing using days, weeks, months and hours <b>Number and place value</b> — representing, recognising, reading, counting and ordering numbers <b>Addition and subtraction</b> — understanding relationships, counting on and partitioning <b>Money</b> — recognising and describing Australian coins <b>Chance</b> — describing the likelihood of events.</p>	<p><b>Number</b> - representing, recognising, counting, ordering numbers to 100 <b>Addition &amp; subtraction</b> - understanding relationships, counting on, partitioning &amp; rearranging, solving a range of simple problems <b>Fractions</b> — exploring half a collection or quantity <b>Money</b> — representing, recognising &amp; describing all Australian coins <b>Length</b> — exploring the attribute of length using informal units <b>Data</b> — gathering, representing &amp; interpreting data.</p>	<p><b>Number sense</b> — exploring and representing the 'teen' numbers using standard place value <b>Location</b> — giving and following directions <b>Length</b> — measuring and comparing lengths of objects <b>Fractions</b> — recognising and describing halves <b>Time</b> — reading and representing time to the half hour.</p>	<p><b>Number sense</b> — investigating and describing number sequences and number patterns; and exploring and representing two digit numbers using standard place value partitioning <b>Time</b> — telling time to the half hour <b>Capacity</b> — measuring and comparing capacities of pairs of objects <b>Money</b> — ordering Australian coins according to their value.</p>	<p><b>Number sense</b> — 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 <b>Shape</b> — recognising and classifying two-dimensional shapes and three-dimensional objects <b>Data</b> — identifying simple questions to collect data, representing and describing data displays.</p>	<p><b>Number</b> — exploring add<sup>n</sup> and sub<sup>n</sup> situations, posing a question to inquire about add<sup>n</sup> and sub<sup>n</sup> and using mathematical evidence to justify a decision <b>Chance</b>- describing the outcomes of events as 'will', 'won't' and 'might' happen; modifying events to alter the chance of an outcome <b>Patterns</b> — identify and describe number patterns generated from add<sup>n</sup> and sub<sup>n</sup> <b>Working with number and chance</b> revising number, addition, subtraction and chance in a variety of contexts.</p>
<b>SCIENCE YR 1</b>	1 hour/week	<p><b>Achievement standard</b> By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with <u>materials</u> and objects. They identify a range of <u>habitats</u>. They describe changes to things in their <u>local environment</u> and suggest how science helps people care for environments. Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.</p>							
	<b>Unit Overview</b>	<p><b>Living adventure</b> Students make links between external features of living things and the environment where they are found. They explore a range of habitats, and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.</p>	<p><b>Material madness</b> Students experience and describe physical changes that can be made to familiar materials and begin to infer cause and effect relationships. Students modify an existing material for a given purpose and explain the resultant effects to others.</p>	<p><b>Changes around me</b> In this unit, students will compare and describe the changes that occur in the features of the day sky and landscape with the night sky and landscape. Students ask questions and explore understandings about what they observe. Students organise observations and make inferences to link the observable changes to everyday life, Indigenous cultures, and plants and animals.</p>	<p><b>Light and sound</b> This unit provides opportunities for students to discover that light and sound are produced by a range of sources and can be changed. Students organise and create a record to communicate their developing scientific thinking about sensory explorations of light and sound. This unit involves students reflecting on the advances and applications of sound and light in real-life contexts.</p>				

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TECHNOLOGY YR 1	0.5 hrs/wk	<b>INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)</b> Resources are used to make products for particular purposes and contexts.  IMS2: Simple techniques and tools are used to manipulate and process resources e.g. cutting, pasting and presenting images and text on a poster; shaping clay to make a decoration.			<b>INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)</b> Resources are used to make products for particular purposes and contexts.  IMS2: Simple techniques and tools are used to manipulate and process resources e.g. cutting, pasting and presenting images and text on a poster; shaping clay to make a decoration.					
	1 hour /week	By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance. Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.								
HISTORY YR 1	1 hour /week	<b>Unit 1 – Exploring this moment in time</b> Inquiry Question/s: <ul style="list-style-type: none"> <li>How do we describe the sequence of time?</li> </ul> In this unit, students: <ul style="list-style-type: none"> <li>understand concepts and terms used to describe the passing of time</li> <li>understand how a timeline can order events according to past, present or possible future</li> <li>recognise events that happened in the past may be memorable or have personal significance</li> <li>collect and discuss sources, such as images, objects and family stories, that have personal significance</li> <li>sequence events of personal significance</li> </ul>			<b>HISTORY UNIT 2 FAMILY LIFE: THEN &amp; NOW</b> <b>How has family life changed or remained the same over time?</b> <b>How can we show that the present is different from or similar to the past?</b> In this unit, students: <ul style="list-style-type: none"> <li>identify elements of significance in the childhood lives of their parents and grandparents</li> <li>compare and contrast the childhood of their parents and grandparents with their own</li> <li>recognise elements of childhoods that may have changed or remained the same</li> <li>pose questions about what life was like in grandparents’ childhood</li> <li>examine sources showing family life over generations</li> <li>interview grandparents or special older person to gain information to use in a narrative about how family life has changed</li> </ul> tell a narrative supported by images contrasting the experience of childhood from their grandparents’ day to present day.					
	1 hour/week	<b>VISUAL ART</b> <b>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.</b>  ❖ VA4: Texture is used to create variation and repetition e.g. using rough and smooth fabrics and paper to create different surfaces in a collage.			<b>DANCE</b>  <b>Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phases.</b>  ❖ D1: Gross motor movements, including locomotor and non-locomotor, are used to create actions for movement phrases e.g. travelling with hops, runs and slides; staying on the spot using whole-body stretches, curls and twists ❖ D2: Directions, levels, shapes and pathways are used to move in space within movement phrases e.g. using forwards direction, a low level on the ground, curved shapes and a straight pathway to move within a space. ❖ D3: Fast and slow movements are used to change timing in movement phrases e.g. using fast movements in a traditional Aboriginal dance to express the quick actions of an animal ❖ D4: Percussive and sustained movement quality are used to change energy in movement phrases e.g. . representing a robot by stop-and-start energy changes in movement. ❖ D5: Structuring devices, including repetition and narrative forms are used to organise movements phases e.g. using a nursery rhyme to structure a dance story					
SOSE YR 1	0.5 hrs/week	<b>PLACE AND SPACE</b> <b>Local natural, social and built environments are defined by specific features and can be sustained by certain activities.</b> ❖ PS3: Maps have symbols to represent places and identify the relative position of features including landmarks and locations e.g. a 2D map using pictograms such as a large red circle to represent a city and blue lines to represent waterways.		<b>POLITICAL AND ECONOMIC SYSTEMS</b> <b>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services</b>  ❖ PES4: Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues e.g. <i>Australians travel abroad and Australia is a major tourist destination..</i>		<b>PLACE AND SPACE</b> <b>Local natural, social and built environments are defined by specific features and can be sustained by certain activities.</b> ❖ PS1: Local environments are distinguished by natural features, places of importance to particular groups, and public spaces e.g. a suburb may have bushland and waterways, communal meeting places, and parks.		<b>POLITICAL AND ECONOMIC SYSTEMS</b> <b>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.</b> ❖ PES1: Rights and responsibilities, rules and codes of behaviour are part of local communities e.g. classroom responsibilities; sporting team codes of behaviour; rules of games and road rules.		
	2hrs/week	<b>PERSONAL DEVELOPMENT</b>  <b>Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.</b>  ❖ PD3: Everyday experiences and relationships give rise to different emotions in self and others ❖ e.g. having friends can foster happiness; feeling left out can cause sadness.			<b>HEALTH</b>  <b>Health is multidimensional and influenced by everyday actions and environments</b>  ❖ H3: Individual behaviour and actions including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety ❖ e.g. wearing a helmet when cycling and crossing the road sensibly; using protective actions such as “no, go, tell” in situations that don’t feel right; wearing a hat and sunscreen when outdoors are Sun Smart strategies; always swimming with a buddy.					

## Year 1: Content Descriptors for Spelling (Language strand)

<p><b>Language</b></p> <p>Expressing and developing ideas</p> <p>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</p> <ul style="list-style-type: none"> <li>• writing one-syllable words containing known blends, for example 'bl', 'st'</li> <li>• 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')</li> </ul> <p>Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing'</p> <ul style="list-style-type: none"> <li>• building word families from common morphemes (for example 'play', 'plays', 'playing', 'played', 'playground')</li> <li>• using morphemes to read words (for example by recognising the 'stem' in words such as 'walk/ed')</li> </ul>	<p>Sound and letter knowledge</p> <p>Manipulate sounds in spoken words including phoneme deletion and substitution</p> <ul style="list-style-type: none"> <li>• recognising words that start with a given sound, end with a given sound, have a given medial sound, rhyme with a given word</li> <li>• recognising and producing rhyming words</li> <li>• replacing sounds in spoken words (for example replace the 'm' in 'mat' with 'c' to form a new word 'cat')</li> <li>• saying sounds in order for a given spoken word (for example f/i/sh, th/i/s)</li> </ul> <p>Recognise sound --- letter matches including common vowel and consonant digraphs and consonant blends</p> <ul style="list-style-type: none"> <li>• saying words with the same onset as a given word (for example words that begin like 'd/og', 'bl/ue')</li> <li>• saying words with the same rime as a given word (for example words that end like 'c/at', 'pl/ay')</li> </ul> <p>Understand the variability of sound --- letter matches</p> <ul style="list-style-type: none"> <li>• recognising that letters can have more than one sound (for example 'u' in 'cut', 'put', 'use' and a in 'cat', 'father', 'any')</li> </ul> <p>recognising sounds that can be produced by different letters (for example the /s/ sound in 'sat', 'cent', 'scene')</p>
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### Suggested Framework from C2C

<b>Unit 1</b>	Short vowels	Short vowels CVC	Digraphs and blends 'ng' 'nt' 'nd' 'nk' 'mp' 'sc' 'sn' 'sw'	Digraphs and blends 'sh' 'ch' 'th' 'wh' 'st' 'sp' 'sk' 'sm'	Blends 'pl' 'bl' 'cl' 'fl' 'gl' 'cr' 'fr' 'br' 'gr' 'tr' 'pr' and 'dr'
<b>Unit 2</b>	Word endings – final /k/ sound	Diphthongs 'oi' and 'oy'	Contractions	Silent /e/ spelled /ea/	Consolidation
<b>Unit 3</b>	Silent /e/	Long vowel /ai/ /ay/ /ea/ /ee/ /e/ /ie/ /y/	Long vowel /oe/ /o/ /ew/ /ue/	Diphthongs /ou/ /ow/	Ambiguous short vowel /oo/
<b>Unit 4</b>	Revise blends /qu/ and /tw/	Plurals	Ambiguous vowels 'oo'	Final digraph 'ff' 'll' 'ss' and 'zz'	Consolidation
<b>Unit 5</b>	Common homophones	Exception to VC-e pattern Revise long vowel – silent /e/	/r/ influenced vowels – ar, er, ir	/r/ influenced vowels /or/ /ur/	Past tense – adding 'ed' to regular verbs and dropping final 'e'
<b>Unit 6</b>	Days of the week	Number names zero to ten	Ambiguous vowels short /o/ sound	initial digraphs – 'ch' 'ph' 'sh' 'th' 'wh'	Consolidation
<b>Unit 7</b>	Inflectional endings – adding plural -es	Inflectional endings – adding plural -es	Making nouns – adding -er	Adding -ing to regular verbs	Consolidation
<b>Unit 8</b>	Ordinal numbers 1st to 10th	Names of colours	Compound words	Dictionary skills/word games	Consolidation