



Year 1	Term 1	Term 2	Term 3	Term 4
<b>English</b> 7hrs/wk	<b>Unit 1: Explaining how a story works</b> Students respond to imaginative stories making connections between personal experiences and the text.	<b>U2: Exploring characters in stories</b> Students read texts to identify some features of characters and create character descriptions. <b>U4: Examining the language of communication</b> Students create a character to fit into a known story.	<b>U4: Examining the language of communication (cont.)</b> Students create a character to fit into a known story. <b>U5: Retelling cultural stories</b> Students write and present a retelling of their favourite story	<b>U6: Creating digital procedural texts</b> Students create a digital multimodal procedure. <b>U3: Engaging with poetry</b> Students recite a poem to the class.
<b>Maths</b> 5hrs/wk	<ul style="list-style-type: none"> <li>counting sequence to and from 100 'teen' numbers, , represent two-digit numbers</li> <li>solve simple addition and subtraction problems</li> <li>sequence days of the week and months of the year, investigate length</li> <li>describe the outcomes of familiar events.</li> <li>gathering data, gather, record and represent data</li> </ul>	<ul style="list-style-type: none"> <li>number and place value</li> <li>investigate wholes and halves, partition to make equal parts</li> <li>features of Australian coins.</li> <li>repeating and growing patterns,</li> <li>duration of an hour, explore and tell time to the hour.</li> <li>three-dimensional objects &amp; two-dimensional shapes</li> <li>give and follow directions</li> </ul>	<ul style="list-style-type: none"> <li>number and place value</li> <li>features of Australian coins and ordering Australian coins</li> <li>recall the ones, twos, fives and tens counting sequences</li> <li>compare and measure lengths and capacity</li> <li>tell time to the half hour; represent times on digital and analogue clocks.</li> <li>two-dimensional shapes, three-dimensional objects.</li> <li>investigate wholes and halves, partition to make equal parts</li> </ul>	<ul style="list-style-type: none"> <li>number and place value</li> <li>identify one half.</li> <li>growing patterns</li> <li>identify the chance of events occurring, predict outcomes of familiar events</li> </ul>
<b>Science</b> 30mins/wk	<b>U1: Living adventure</b> Students make links between external features of living things and the environments in which they live	<b>U2: Material madness</b> Students explore how everyday materials can be physically changed in a variety of ways according to their properties.	<b>U3: Changes around me</b> Students describe the observable features of a variety of landscapes and skies.	<b>U4: Exploring light and sound</b> Students manipulate materials to observe how light and sound are produced, and how to make changes. <i>INCURSION: Big Bang Education</i>
<b>HASS</b> 45mins/wk	<b>Unit 1: My changing life</b> <i>Excursion T2 – Caboolture Historical Village</i> Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.		<b>Unit 2: My changing world</b> <i>Incursion – local park comparison</i> Students 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.	
<b>HPE-Health</b> 40mins/wk	<b>U1: A little independence</b> Students describe physical and social changes that occur as they grow. They recognise their own and others' strengths and achievements and discuss how these contribute to identities.	<b>U2: 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.	<b>U3: We all belong</b> Students recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others' feelings.	<b>U4: My safety, my responsibility</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.
<b>Technologies</b> 10 hrs/sem	<b>Digital Technologies – Clever Computers</b> Students explore elements of a digital system including hardware, software and some commonly used peripheral devices. They find out how these elements work together.		<b>Design and Technologies- It's show time</b> Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show. (partner with Science U2)	
<b>The Arts</b> 10hrs/term	<b>Visual Arts U1– New Stories</b> Students create new stories in artworks by collaging characters, objects and landscapes from different artworks.		<b>Dance - Footsteps</b> Students create, rehearse & perform a dance in front of a familiar audience.	<b>Drama U4 – Stories from the past</b> Students make and respond to drama by exploring photographs and stories of family and friends as stimulus.