CURRICULUM YEARLY OVERVIEW – YEAR ONE

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_

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| **ENGLISH – AUSTRALIAN CURRICULUM** | | | | | | | | | | | | | | | | | | | | | | |
| LANGUAGE | Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others | CCT  P&S  ICU | | Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others | P&S  ICU | Understand that there are different ways of asking for information, making offers and giving commands | CCT  P&S | Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions | P&S  ICU | Understand that the purposes texts serve shape their structure in predictable ways | CCT  SUS | Understand patterns of repetition and contrast in simple texts | CCT | Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands | | Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links | | | NUM  ICT | Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the circumstances. | | |
| Explore differences in words that represent people, places and things (nouns including pronouns), happenings and states (verbs), qualities (adjectives) and details like when, where and how (adverbs) | | | Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning | CCT  SUS | Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts | P&S | 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 | | Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’ | | Manipulate sounds in spoken words including phoneme deletion and substitution | | Recognise sound–letter matches including common vowel and consonant digraphs and consonant blends | | Understand the variability of sound–letter matches | | | |  | | |
| LITERATURE | Discuss how authors create characters using language and images | CCT  ICU  ATSI  ASIA | | Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences | CCT  P&S | Express preferences for specific texts and authors and listen to the opinions of others | CCT  P&S | Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts | CCT | Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme | ICU  ATSI  ASIA | Recreate texts imaginatively using drawing, writing, performance and digital forms of communication | CCT  ICT  ATSI  ASIA |  | | | | | | | | |
| LITERACY | Respond to texts drawn from a range of cultures and experiences | CCT  P&S  ATSI  ICU | | Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions | CCT  P&S  ICU | Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace | P&S | Make short presentations using some introduced text structures and language, for example opening statements | P&S | Describe some differences between imaginative informative and persuasive texts | CCT | Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading | CCT | Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features | P&S  ICT  CCT | Create short imaginative and information texts that show emerging use of appropriate text structure, sentence- level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams | | | CCT | Reread student’s own texts and discuss possible changes to improve meaning, spelling and punctuation | | |
| Write using unjoined lower case and upper case letters | | | Construct texts that incorporate supporting images using software including word processing programs | ICT |  | | | | | | | | | | | | | | | | |
| MATHEMATICS – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | | | | | | |
| PROFICIENCY STRANDS | **Understanding** | | | **Fluency** | | **Problem Solving** | | **Reasoning** | | *The proficiency strands are an integral part of mathematics content across the three strands. They reinforce the significance of working mathematically within the content and describe how the content is explored and developed. Educators should aim to embed each proficiency strand in every content description wherever possible.* | | | | | | | | | | | | |
| NUMBER & ALGEBRA | Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero | | LIT  ASIA | Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line | LIT | Count collections to 100 by partitioning numbers using place value | LIT | Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts | LIT  CCT | Recognise and describe one-half as one of two equal parts of a whole. | LIT | Recognise, describe and order Australian coins according to their value | LIT  ASIA | Investigate and describe number patterns formed by skip counting and patterns with objects | LIT  CCT |  | | | | | | |
| MEASUREMENT & GEOMETRY | Measure and compare the lengths and capacities of pairs of objects using uniform informal units | | LIT | Tell time to the half- hour | LIT | Describe duration using months, weeks, days and hours | LIT | Recognise and classify familiar two- dimensional shapes and three-dimensional objects using obvious features | LIT  CCT | Give and follow directions to familiar locations | LIT  CCT | STATISTICS & PROBABILITY | | Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’ | LIT | Choose simple questions and gather responses | | | LIT | Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays | | LIT  CCT |
| SCIENCE – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | | | | | | |
| SCIENCE UNDERSTANDING | Living things have a variety of external features | | LIT  NUM | Living things live in different places where their needs are met | LIT  CCT  SUS | Everyday materials can be physically changed in a variety of ways | LIT  CCT | Observable changes occur in the sky and landscape | LIT  NUM  CCT SUS | Light and sound are produced by a range of sources and can be sensed | CCT | SCIENCE AS A HUMAN ENDEAVOUR YR 1&2 | | Science involves asking questions about, and describing changes in, objects and events | NUM  CCT  P&S  SUS | People use science in their daily lives, including when caring for their environment and living things | | | ETH  P&S  ATSI  SUS |  | | |
| SCIENCE INQUIRY SKILLS YR 1&2 | Respond to and pose questions, and make predictions about familiar objects and events | | LIT  CCT  P&S | Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources | LIT  CCT | Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate | NUM  ICT | Use a range of methods to sort information, including drawings and provided tables | LIT  NUM | Through discussion, compare observations with predictions | LIT  CCT  P&S | Compare observations with those of others | LIT  CCT  P&S | Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play | LIT  CCT  P&S |  | | | | | | |
| HISTORY – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | | | | | | |
| HISTORICAL KNOWLEDGE & UNDERSTANDING | Differences in family structures and roles today, and how these have changed or remained the same over time. | | | | LIT  ATSI | How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays, celebrations, and seasons. | | | LIT  NUM  ICU  ATSI  ASIA | Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications. | | | CCT  P&S | UNDERSTANDING – Key Concepts | | Continuity & Change | | | | Cause and Effect | | |
| Perspectives | | Empathy | | | | Significance | | |
| HISTORICAL SKILLS  PP – Yr 2 | Sequence familiar objects and events | | NUMP&S | Distinguish between the past, present and future | LIT  NUM  CCT | Pose questions about the past using sources provided | CCT  P&S  ICU | Explore a range of sources about the past | CCT  P&S  ICU | Identify and compare features of objects from the past and present | LIT  CCT | Explore a point of view | NUM  CCT  ICU | Develop a narrative about the past | | | LIT  P&S | Use a range of communication forms (oral, graphic, written, role play) and digital technologies | | | LIT  ICT | |
| OTHER LEARNING AREAS (CURRICULUM FRAMEWORK) | | | | | | | | | | | | | | | | | | | | | | |
| THE ARTS | Arts Ideas | | | Arts Skills & Processes | | Arts Responses | | Arts in Society | | SOCIETY & ENVIRONMENT | | Place & Space | | Resources | | Natural & Social Systems | | | | Active Citizenship | | |
| TECHNOLOGY & ENTERPRISE | Technology Process | | | Materials | | Information | | Systems | | Enterprise | | Technology Skills | | Technology in Society | |  | | | | | | |
| HEALTH & PHYSICAL EDUCATION | Knowledge & Understandings | | | Attitudes & Values | | Skills for Physical Activity | | Self-Management Skills | | Inter-personal Skills | |  | | | | | | | | | | |
| LOTE | Listening and Responding and Speaking | | | Viewing, Reading and Responding | | Writing | | Cultural Understandings | | The System of the Target Language | | Language Learning Strategies | |  | | | | | | | | |
| GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | | | | | | |
| GENERAL CAPABILITIES | Literacy  LIT | | | Numeracy  NUM | | ICT Competence  ICT | | Critical and Creative Thinking  CCT | | Ethical Behaviour  ETH | | Personal and Social Competence  P&S | | Intercultural Understanding  ICU | | *General capabilities are represented within and across the learning areas to different degrees. The links outlined above are only suggestions.* | | | | | | |
| Macintosh HD:Users:rduncan:Documents:AISWA:EYLF:graphics and logos:aiswa-logo.jpgCROSS-CURRICULUM PRIORITIES | Aboriginal and Torres Strait Islander histories & cultures  ATSI | | | Asia & Australia’s engagement with Asia  ASIA | | Sustainability  SUS | | *Cross curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning area. The links outlined above are only suggestions.* | | | | | | | | | | | | | | |

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| **Term One** | **Term Two** | **Term Three** | **Term Four** | **Whole Year Focus**  **Rebecca Duncan**  Early Childhood Consultant  Revised Feb2012 AC Version 3.0 |
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