



English

Creating digital procedural texts

Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language and text structures of procedure in imaginative and informative contexts. Students create a digital presentation of a procedure from a literary context.

Spelling

Students will continue to develop their phonological awareness by isolating, blending and manipulating sounds in words. They will explore diphthongs and ambiguous vowel sounds. Days of the week, seasons, homophones and changing words to past tense will also be explored.

Grammar & Punctuation

Students will identify the parts of a simple sentence. Students will also explore differences in words that represent people, places and things (nouns and pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs).



Mathematics



Students develop understandings of:

- **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; add single and two-digit numbers; represent, record and solve simple addition and subtraction problems
- **Money and financial mathematics** - recognise, describe and order Australian coins according to their value
- **Patterns and algebra** — recall the ones, twos and tens counting sequences; identify number patterns; represent the fives number sequence
- **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 duration in time, tell time to the half hour, represent times on digital and analog clocks
- **Shape** — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects
- **Location and transformation** — give and follow directions; investigate position, direction and movement.

Science

Exploring light and sound

Students explore sources of light and sound and the senses used to observe them. 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 used in everyday life and by a variety of cultures. They make predictions; share ideas and sort information about light and sound and represent and communicate their understandings in a variety of ways.



Humanities and Social Science (HASS)

My Changing Life

Inquiry Question: How has my family and daily life changed over time?

In this unit students:

- explore family structures and the roles of family members over time.
- recognise events that happened in the past may be memorable or have personal significance.
- identify and describe important dates and changes in their own lives.
- compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences.
- respond to questions about the recent past.
- sequence and describe events of personal significance using terms to describe the passing of time.
- examine sources, such as images, objects and family stories, that have personal significance
- share stories about the past.





EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

YEAR 1

Term 3, 2024

Other Learning Areas

Health and Physical Education (PE)

I'm a 'Balliever'

In this unit, students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body. They will propose a range of alternatives and test their effectiveness when solving movement challenges.

Perceptual Motor Program

In this unit, students will consolidate jumping, landing, rolling and balancing skills, climbing, laterality and motor planning.

Students will:

- develop balance.
- practice fundamental movement skills.
- explore crawling patterns.
- develop sequencing.
- strengthen spatial and body awareness.
- build coordination and motor planning.



Health and Physical Education (Health)

We all belong/Respectful Interactions

In this unit students recognise similarities and differences in individuals and groups and describe how these differences can be respected. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.



Music

La!

Students will communicate about the music they listen to, make and perform and where and why people make music. They will improvise, compose, arrange and perform music. They will develop aural skills by staying in tune and keeping in time when they sing and play.

Within the context of Making and Responding, students will:

- participate in games and activities that consolidate in-tune singing and beat keeping.
- play beat and rhythm simultaneously.
- improvise sung (so mi la) and rhythmic answers.
- perform rhythmic ostinato on body and untuned percussion.
- play so mi (and la) songs on glockenspiel.
- read and sing 4 beat stick and staff melodies using so mi and la.
- aurally identify and match pitch and rhythmic patterns.
- move to art music.

