



EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

YEAR 1

Term 1, 2025

English

Engaging with imaginative stories

Students engage with a range of imaginative picture books that depict characters, settings and events.

They read, view and comprehend imaginative texts including simple decodable texts and authentic texts including picture books and rhyming verse.

Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences.

Students write descriptions of characters from these familiar texts, describing their appearance, actions and feelings as well as their personal opinion of the characters.



Mathematics

Students have opportunities to develop understandings of:

Number and Algebra

- demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge beyond 2 digits
- use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others

Space

- use simple transformations, directions and pathways to move the positions of people and objects within a space

Statistics

- use simple surveys to collect and sort data, based on a question of interest
- recognise that data can be represented in different ways



Technologies: Design and Technologies



It's showtime!

In this unit, students will 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.

Science

Material madness

Students investigate and describe physical changes that can be made to familiar materials. They modify an existing material by making physical changes for a given purpose and conduct a guided investigation to test their modifications.





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Other Learning Areas

Health and Physical Education: Physical Activity

Stroke Development and Basic Life Saving (PE)

In this unit, students will explore movement in response to a water environment. Students will perform sequences of movements involving freestyle and backstroke.



Students will:

- perform activities of different intensity
- explore moving.
- perform loco-motor movements to demonstrate understanding of under, over, through and between people and equipment.
- perform movement sequences that incorporate the elements of movement.
- freestyle, backstroke – streamlining, body position., kicking technique, arm stroke, head position, breathing,
- safety – balancing with flotation devices; body orientation.

Perceptual Motor Program

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

Students will:

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



The Arts: Music

Sh! Za!

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 to develop in-tune singing and beat keeping.
- play beat, rhythm and rhythmic ostinato on body, ukulele and untuned percussion.
- match pitch and sing so/mi/la songs with developing pitch accuracy.
- identify so and mi on the tone ladder.
- distinguish between line notes and space notes on the music staff.
- clap, read and write ta and ti-ti.
- perform speech rhymes.



Health and Physical Education: Health

A little independence

In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated.

Students identify similarities and differences, and recognise how diversity contributes to identities.



Students will:

- describe changes that occur as individuals grow older.
- describe how family and community acknowledge changes.
- recognise similarities and differences in individuals.
- identify factors that influence personal identities.
- discuss how differences and similarities are celebrated and respected.

The Arts: Visual Art

What are you thinking?



In this unit, students explore how changes in facial features, style and form communicate emotion in artworks. Students will explore the visual language of portraiture and self-portraiture in artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists, and use this to develop their own artworks. They will experiment with visual conventions (drawing, photography) and observation to create artworks to communicate emotion.

Students will display artworks and share ideas about visual language choices they made in their artwork. They will describe and interpret emotion in their work.