



# EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

## YEAR 1

Term 4, 2024

### English

#### Retelling cultural stories

Students listen to, read, view and interpret picture books and stories from different cultures. They write a retell of their chosen cultural story.

Students also develop their oral presentation skills, presenting a retell of a story of their choice to their class.

#### Spelling

Students explore contractions, ordinal numbers, colours and compound words. They also add different endings to change nouns and verbs and create plurals.

#### Grammar & Punctuation

Students learn about the parts of a simple sentence and begin to investigate compound sentences. They identify nouns, verbs, adjectives and adverbs in texts and experiment with using unusual words to make sentences more vivid. Students identify and use punctuation in texts and learn to build word families and change tense by adding different word endings.

### Mathematics

Students develop understandings of:



**Fractions and decimals** - identify a half.

**Number and place value** - count collections beyond 100, skip count in ones, twos, fives and tens, identify missing elements, describe patterns created by skip counting, model numbers with a range of materials, use standard and non-standard partitioning of two-digit numbers, position and locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of joint parts does not affect the total, identify compatible numbers to 10, develop and refine mental strategies for addition and subtraction problems, identify related addition and subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition and subtraction, solve addition and subtraction problems.

**Patterns and algebra** - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns.

**Using units of measurement** - compare and sequence familiar events in time.

**Data representation and interpretation** - ask suitable questions to collect data, organise and

### Humanities and Social Science (HASS)



#### My Changing World

Inquiry Question: What are the features of my local places and how have they changed?

In this unit, students:

- consider the defining features of familiar local places.
- recognise that the features of places can be natural, managed or constructed.
- identify and describe the natural, constructed and managed features of places.
- examine ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places.
- represent local places using pictorial maps and describe local places using the language of direction and location.
- respond to questions to find out about the features of places, the activities that occur in places and the care of places.
- collect and record geographical data and information, such as observations and interviews, to investigate a local place.
- respond to questions about how features of places can be cared for.

### Science

#### Living adventure

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 the needs of living things are met.





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### Other Learning Areas

#### Health and Physical Education — Physical Education

##### 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.
- crawling patterns.
- Sequencing.
- spatial and body awareness.
- coordination and motor planning.

##### Stroke Development and Basic Life Saving

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

Students will:

- perform activities of different intensity.
- consolidate movement skills.
- perform locomotor movements to demonstrate understanding of under, over, through and between people and equipment.
- perform movement sequences that incorporate the elements of movement.
- swim freestyle and backstroke—streamlining, body position, kicking technique, arm stroke, head position, breathing.
- develop safety awareness—balancing with flotation devices, body orientation.

#### The Arts — Music

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 to develop in-tune singing and beat keeping.
- read, write, clap and create 4 beat rhythm patterns.
- read and write so mi and la on the staff.
- create a so mi pattern on the 5 line staff.
- explore graphic notation to represent art music.
- sing songs in 2 part canon.



#### Health and Physical Education — Health

##### My Safety, My Responsibilities / Protective Behaviours



In this unit, 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 and online safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.

Students will:

- examine safe and unsafe situations and strategies to keep safe.
- recognise and rehearse strategies that help keep them safe.
- explore how responsibilities increase as they grow older.
- examine situations where they may need to seek help from others.
- recognise safety clues and rehearse strategies they can use to seek help and report.

This unit incorporates concepts from Daniel Morecombe Child Safety Curriculum.

#### The Arts — Drama



##### Cultural Stories Alive

In this unit, students make and respond to drama by exploring cultural stories.

Students will:

- explore role and dramatic action in dramatic play, as well as improvisation, focussing on situations and ideas expressed in a cultural story.
- use voice, facial expression, movement and space to imagine and establish role and situation.
- present drama that communicates ideas about the story to an audience.
- respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples.