

## 2024 Year 1 Curriculum Overview

Key Learning Area	Term 2
<b>English</b>	<p>Through explicit teaching of Helensvale State School Word Reading Scope and Sequence students:</p> <ul style="list-style-type: none"> <li>• extend on the initial code from Prep to include consonant digraphs and two syllable words</li> <li>• decode and encode words with learnt code</li> <li>• increase awareness of text fluency</li> <li>• learn morphological awareness including prefixes and suffixes</li> </ul> <p>Students participate in shared reading, viewing of authentic non-fiction texts with illustrations and diagrams that present a small amount of new content about topics being studied in other learning areas. They:</p> <ul style="list-style-type: none"> <li>• explore how simple procedures are organised for their purpose</li> <li>• compare simple procedures to other informative texts</li> <li>• create short informative texts that explains simple procedures</li> <li>• include simple sentences with boundary punctuation, supporting illustrations and diagrams</li> <li>• use simple sentences with topic-specific vocabulary</li> </ul>
<b>Mathematics</b>	<p>Students develop understandings and are able to:</p> <p><i>Number and Algebra</i></p> <ul style="list-style-type: none"> <li>• Describe number sequences resulting from skip counting by 2s, 5s and 10s</li> <li>• Recognise Australian coins according to their value</li> <li>• Count to and from 100</li> <li>• Locate numbers on a number line</li> <li>• Carry out simple additions and subtractions using counting strategies</li> <li>• Partition numbers using place value</li> <li>• Continue simple patterns involving numbers and objects</li> </ul> <p><i>Measurement and Geometry</i></p> <ul style="list-style-type: none"> <li>• Order objects based on lengths and capacities using informal units</li> <li>• Use the language of direction to move from place to place</li> <li>• Explain time durations</li> </ul>
<b>Science</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore how everyday materials can be physically changed in a variety of ways according to their properties.</li> <li>• They describe the actions used to physically change materials to make objects for different purposes.</li> <li>• They understand that science involves asking questions and describing changes to objects that are used in their everyday lives.</li> <li>• Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects.</li> <li>• They use a range of methods to sort information and collect and record observations, comparing them with the observations of others.</li> <li>• They modify a material for a given purpose, test their modifications and compare their observations with predictions.</li> </ul>

<b>Humanities and Social Sciences</b>	<p>In this unit students will continue to explore the following inquiry question:</p> <ul style="list-style-type: none"> <li>• <i>How has my family and daily life changed over time?</i></li> </ul> <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> <li>• explore family structures and the roles of family members over time</li> <li>• recognise events that happened in the past may be memorable or have personal significance</li> <li>• identify and describe important dates and changes in their own lives</li> <li>• compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li> <li>• respond to questions about the recent past</li> <li>• sequence and describe events of personal significance using terms to describe the passing of time</li> <li>• examine sources, such as images, objects and family stories, that have personal significance</li> <li>• share stories about the past.</li> </ul>
<b>Health and Physical Education</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• develop locomotor and object control skills</li> <li>• experiment with using different equipment and parts of their body</li> <li>• propose a range of alternatives and test their effectiveness when solving movement challenges</li> <li>• recognise how strengths and achievements contribute to identities</li> <li>• identify and practise emotional responses that reflect their own and others' feelings</li> <li>• examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong</li> </ul>
<b>The Arts</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• To compose, perform and respond to music using elements of music</li> <li>• discuss where and why people make music</li> </ul>
<b>Technology</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>• investigate a range of scenarios where bridges need to be built.</li> <li>• Engineering principles and systems, and materials and technologies specialisation will be explored</li> <li>• Students will produce a solution for these contexts</li> </ul>