

Kedron State Schools Expectations

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

Choose your Attitude	Quiet	Be Organised	Following Directions	Getting Started
				
Staying on Task	Scan for Clues	Ask for Help	Completing Task	Is this my Best Work?
				

Year 1 Curriculum – Term 1

Year Level Teachers – Sally Flanagan, Katie Moore, Janelle Andrea

English

Exploring how a story works

Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure. Students respond to imaginative stories making connections between personal experiences and the text.

Specific learning opportunities include:-

- using emerging text processing strategies and making literal, and some inferred meanings, about characters and events in texts
- writing and speaking in simple sentences and identifying the meaningful parts of sentences
- actively listening and engaging in group discussions
- understanding text purpose and structure
- understanding forming personal opinions about characters, plot and setting in literary texts
- recalling features of character, plot and setting when talking and writing about literary texts
- using comprehension strategies to make meaning
- understanding sentence-level grammar and sentence boundary punctuation.

Assessment

Responding to imaginative texts

Informative response – retell of a familiar story.

Maths

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

- **Number and place value** - count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction and explore commutativity.
- **Using units of measurement** - sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.
- **Data representation and interpretation** - ask a suitable question for gathering data, gather, record and represent data.
- **Chance** - describe the outcomes of familiar events.

Assessment

Understanding teen numbers
Classifying outcomes
Pool Problems – Addition

Science

Living adventure

In this unit students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things, and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.

A habitat is a natural setting where a living thing lives.



Assessment

Describing a habitat

Short answer questions

Students describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions and share their observations with others.

Excursion to Moreton Bay EEC – Habitat Heroes 22nd February, 2023

Humanities and Social Science – HaSS – Semester 1

My changing life

Inquiry questions:

- 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.

Assessment

To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.

The ARTS – Drama

Stories come to life

In this unit, students make and respond to drama by exploring performance narratives as stimulus.

Students will:

- explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations and ideas expressed in stories
- use voice, facial expression, movement and space to imagine and establish role and situation
- present drama that communicates ideas about a 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.



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. They identify similarities and differences and recognise how diversity contributes to identities.

Assessment

To describe changes that occur as they grow older and recognise how strengths and achievements contribute to identities.

Australian Curriculum – Parent Information sheets

Find specific information about the Australian Curriculum for your child's year level. These information sheets give an overview of what your child will typically learn in each of the eight learning areas.

[Information for parents years 1–2](#)

Connecting every learner, every day in every way for success