



**Year One Curriculum
Handbook
2025**

Term 1	
Religion – Pedagogy of Encounter	<p>Living in Relationship</p> <p>This module focuses on the concept of relationship and on our response to and sharing of God’s love through the ways we live in right relationship with God and other people. It begins with the students’ experience of friendship and family and broadens out to include the Christian way of relating to others. The module contains learning opportunities that help students to discover who they are through right relationships with God and others. Students will generate questions and answers about the people belonging to one human family living in solidarity. Students also examine the season of Lent as a time to help others as part of being in relationship with God and others, especially the poor and those in need. The module concludes with Jesus’ journey in Holy Week from the Last Supper to Holy Saturday and how all Christians come together to remember and celebrate his death and resurrection.</p>
English	<p>Writing to recount an event or convey a story</p> <p>Punctuation – capital letters and full stops</p> <p>Sentence Level Grammar – nouns, noun groups, verbs, simple sentences, compound sentences with coordinating conjunctions, prepositional phrases</p> <p>Spelling – Review of phonemes from ES1, compound words, two syllable words, ai (rain), ay (play), ee (tree), ea (leaf), oa (boat), ow (slow) & homophones</p> <p>Comprehension – Prior Knowledge and Imagery/Visualisation</p>
Mathematics	<p>Number - Students will develop their knowledge, understanding, and skills of place value, and how attributes can be used to sort objects. Students will investigate the base 10 numerical system.</p> <p>Measurement & Space - Students will be provided with opportunities to recognise, classify, and sort shapes using obvious features.</p> <p>Statistics & Probability - Students will also ask questions, gather data, and represent data with objects and drawings.</p>
HSIE	<p>History</p> <p>Students investigate how the past, present and future are signified by terms indicating and describing time. Students will define and use words relating to sequencing time e.g. then and now, long ago, yesterday and tomorrow. Students will sequence days, months and seasons and will be introduced to an Aboriginal seasonal calendar. Students will identify days of personal significance and ones that are significant to other cultures and communities. Students will attend an excursion to Tocal Homestead to consolidate learning.</p>
Science	No Science is taught in Term 1
PDHPE	PDH - I Can Do It

	<p>In this unit of work students will identify the qualities and strength required to develop resilience and determination through exploring a range of stories about individuals and groups who have overcome challenges. They will identify the characteristics they themselves possess as they analyse the health promoting tasks they have mastered since they were younger, recognising and appreciating the assistance they have gained from people around them.</p> <p>The Resilience Project - These lessons run weekly in our classroom and support student understanding in Well-being, Mindfulness and Empathy. Students' complete activities from their Resilience Project Journals and teacher run activities.</p> <p>Protective Behaviours - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read the 'My Underpants Rule' and learn about ways they can keep themselves safe in different situations.</p>
Creative Arts	<p>Visual Art Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.</p> <p>Dance Students perform dances with some control over body movement and expression. They respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas. Students watch dance performances and begin to recognise some basic components of dance.</p>

Term 2	
Religion – Pedagogy of Encounter	Belonging to God’s Family This module focuses on the concept of belonging to God’s family. Students will learn that being in the family of God means to be accepted for who we are: loved, cherished, celebrated, and fully forgiven. They will also wonder about and explore their place in God’s family. Students investigate ways that Jesus was part of his family and community. Students listen to some of the stories about Jesus’ family naming the key people in Jesus’ life. They will also consider how the Church is like a family and how the parish is a special part of this family.
English	Writing to describe and explain (Informative Texts) Punctuation – capital letters, full-stop, exclamation mark, question mark Sentence-level Grammar - adjectives, adverbs, articles/pronouns, combination of simple and compound sentences Spelling – _y (cry), igh (light) ue (glue), ew (grew), Suffix ‘s’ – plurals ar (star), or (fork), ore (snore), Suffix ‘s’ – subject/verb agreement, Suffix ‘ing’, Base word and suffix, ir (stir), ur (surf), er (fern), Two-syllable words ‘er’, Suffix ‘er’, Split digraphs a_e (cake), i_e (bike), o_e (bone), e_e (eve), u_e (tube) Comprehension – Questioning & Clarifying/Monitoring
Mathematics	Number Equivalence & Counting Sequences, Number Patterns, Groups of Ten, Addition and Subtraction Measurement & Space Represent Equality, Mass, Time Statistics & Probability Data
HSIE	No History/Geography taught in Term 2
Science	Interaction Between the Earth and the Sun (Seasons) Students will develop their understanding of how seasons affect all living things & how the seasons affect how we live. Students will learn about each of the four seasons, when each season occurs in the year. This unit includes a Science Day where students will use recyclable materials to construct a rocket.
PDHPE	PDH - Moving to Stay Healthy Pt.1 In this unit of work students will recognise the physical, social and emotional benefits of participating in a range of games and physical activities. They will identify and demonstrate actions and behaviours to make participation more enjoyable for themselves and others that may result in increased participation at school, home and in the community. The Resilience Project - These lessons run weekly in our classroom and support student understanding in Well-being,

	<p>Mindfulness and Empathy. Students' complete activities from their Resilience Project Journals and teacher run activities.</p> <p>Protective Behaviours - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read the 'My Underpants Rule' and learn about ways they can keep themselves safe in different situations.</p>
Creative Arts	<p>Visual Art Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.</p> <p>Drama Students explore and convey stories, events and feelings through roles and they work collaboratively to communicate and express feelings about the action of the drama. They experience and respond to a range of drama forms and elements by making, performing and appreciating drama.</p>

Term 3	
Religion – Pedagogy of Encounter	Belonging to the Christian Family In this module students will be exploring how they are part of a bigger family the Church, building connections that contribute to their sense of identity and belonging and an understanding of why and how they are part of the body of Christ. The module also introduces students to Baptism as the sacrament of initiation into the People of God.
English	Writing to give an opinion (Persuasive Texts) Punctuation – capital letter, full-stop, exclamation mark, question mark, use commas to separate ideas, lists and/or dependent clauses in a sentence, apostrophes – contractions and possessive Sentence-level Grammar – time connectives, experiment with writing complex sentences which include a clause for the main message and dependent clause to elaborate or modify the message. Spelling – ow (cow), ou (cloud), Suffix ‘ed’ – past tense, Split digraphs, aw (claw), au (Autumn), Doubling rule: FLoSS, ‘ck’ rule, _y (puppy), _ey (key), Suffix ‘y’ – adjectives, oy (boy), oi (coin), Suffix ‘ly’ – adverbs, Contractions, ear (ear), eer (cheer), air (hair), _are (beware) Comprehension – Evaluating & Making Connections
Mathematics	Number - Students are provided opportunities to: <ul style="list-style-type: none"> • Make groups to show equality • Model multiplication by forming equal groups • Model division by sharing and grouping • Halve groups, describe leftovers when working out division Place Value, Whole Number, Doubles & Near Doubles, Multiplication & Division and Arrays Measurement & Space Position, Length, 2D Shapes, Area and 3D Shapes Statistics & Probability Chance <i>“Inquisitive Minds” incursion to develop students ability in problem-solving, communicating and reasoning in Mathematics,</i>
HSIE	Geography Students will identify the natural and human features of the school grounds and local neighbourhood and explore their location, uses and organisation. Through investigation of a geographical issue, students will examine interconnections between features, users and organisation of spaces. KEY INQUIRY QUESTIONS <ul style="list-style-type: none"> • What are the features of, and activities in, places? • How can we care for places? • How can spaces within a place be used for different purposes?
Science	No Science is taught in Term 3

<p>PDHPE</p>	<p>PDH - Term 3 – Asking for Help</p> <p>Students will identify and describe the feelings and warning signs that indicate they are in need of help in a range of situations. They will recall and practise the help-seeking strategies they can employ when required through role-play, books and referring to real life.</p> <p>The Resilience Project - These lessons run weekly in our classroom and support student understanding in Well-being, Mindfulness and Empathy. Students' complete activities from their Resilience Project Journals and teacher run activities.</p> <p>Protective Behaviours - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read the 'My Underpants Rule' and learn about ways they can keep themselves safe in different situations.</p>
<p>Creative Arts</p>	<p>Visual Art Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.</p> <p>Music</p> <p>Students sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources. They organise sounds into simple structures and begin representing creative ideas symbolically. Students listen to, and identify, simple features of music and make judgements about musical effectiveness and preference.</p>

Term 4	
Religion – Pedagogy of Encounter	<p>Remembering the Holy Family</p> <p>In this module students will explore stories about the Holy Family as an example of a loving family. They will identify Mary as Jesus’ mother and as the first disciple. Students will explore how she and Joseph cared for him. As part of this module the stories of the Annunciation and the Visitation will invite students into the sense of anticipation, puzzlement, wonder, excitement, challenge and joy which characterise these stories of the Advent season. They will also learn that Christmas is a special time. A time to gather together as God’s family. Families and Christian communities gather to remember and share in the message of Jesus’ birth.</p>
English	<p>Writing – Recount an event or convey a story – Poems, describe and explain – Instructions, give an opinion – Review of an event that took place</p> <p>Punctuation – capital letter, full-stop, exclamation mark, question mark, use commas to separate ideas, lists and/or dependent clauses in a sentence, apostrophes – contractions and possessive, quotation marks for simple dialogue</p> <p>Sentence-level Grammar – experiment with writing complex sentences which include a clause for the main message and dependent clause to elaborate or modify the message.</p> <p>Spelling – ‘c’ saying /s/ (ce, ci, cy), ‘g’ saying /j/ (ge, gi, gy), _dge (bridge), _ge (cage), _tch (catch), _ch (lunch), Prefix ‘un’, multi-syllable words</p> <p>Comprehension – Summarising, Predicting, Inferring</p>
Mathematics	<p>Number - Students place objects on either side of an equal-arm balance to obtain a level balance and check equivalence. Record equivalence using concrete materials, correct vocabulary, drawings, and diagrams. Choose efficient addition, subtraction, multiplication and division strategies to solve problems.</p> <p>Measurement & Space – Students show their understanding of equality, Time, Mass and Volume</p>
HSIE	No History/Geography is taught in Term 4
Science	<p>Energy Comes in Different Forms</p> <p>Students will further develop their understanding of forces and energy and how these can be used for a specific purpose in products. They will explore different forms of energy (light, sound and heat) using their senses and investigate how sound is produced.</p>
PDHPE	<p>PDH - Moving to Stay Healthy Pt. 2</p> <p>Students will recognise the physical, social and emotional benefits of participating in a range of games and physical activities. They will identify and demonstrate actions and behaviours to make participation more enjoyable for</p>

	<p>themselves and others that may result in increased participation at school, home and in the community.</p> <p>The Resilience Project - These lessons run weekly in our classroom and support student understanding in Well-being, Mindfulness and Empathy. Students' complete activities from their Resilience Project Journals and teacher run activities.</p> <p>Protective Behaviours - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read the 'My Underpants Rule' and learn about ways they can keep themselves safe in different situations.</p>
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Specialist Teachers

Students attend three specialist learning opportunities:

- Library with Mrs Barker or Mrs Gleeson
- Physical Education with Mr Hartcher
- Performing Arts with Mrs Brymora

Information regarding Performing Arts can be found in the Creative Arts section I each term. A summary of Library and Physical Education can be found below.

Learning in the Library

Information processing skills enable us to understand and use information effectively. This is important for learning, solving problems, and making good decisions. It also helps us to think creatively and adapt to new situations. During library lessons the children have an opportunity to develop a range of information processing skills. These skills become more sophisticated as they progress through from Kinder to Year 6 and are detailed below. The content covered during library lessons varies and supports the class HSIE, Science and English programs. Cyber safety is also explored during lessons.

Children have an opportunity to use computers to communicate, create and present their learning.

Rich and meaningful literature is at the heart of all lesson, along with a variety of thinking routines.

Children are encouraged to borrow from the library each week during their dedicated borrowing time.

Inquiry in Year 1

Question

Identify and use different types of questions including:

- Open ended questions do not have a particular answer and promote inquiry.
- Closed questions have a short, often single word, response and are useful for gathering facts

Plan

Identify technical language related to the task and build a relevant vocabulary bank. List prior knowledge and identify gaps in knowledge to direct research.

Locate

Identify a range of information sources including:

- Physical (print, graphic, digital)
- Networked (websites, data bases)
- People
- Places

With guidance

- Use a search engine
- Use tools to help navigate:
 - Online resources*
 - Online menus

<ul style="list-style-type: none"> ○ Hyperlinks and shortcuts ○ Headings and subheadings <p><i>Print resources</i></p> <ul style="list-style-type: none"> ○ Content page ○ Index ○ Glossary ○ Headings and subheadings <p>Comprehend Comprehend information in a variety of formats including:</p> <ul style="list-style-type: none"> • Written (text) • Visual (pictorial) • Oral (audio) • Objects <p>Distinguish between information that is factual and information that is based on opinion.</p> <p>Record Record facts in a given format</p> <p>Evaluate Evaluate research and draw conclusions</p>
<p>Make Present information in a given format. Offer feedback</p> <ul style="list-style-type: none"> • Self-assess their product (during task and final product) using agreed success criteria • Accept (and use where appropriate) peer feedback.
<p>Publish Recognise a range of opportunities to publish work</p>
<p>Reflect Work collaboratively with peers.</p>

Physical Education in Year 1	
Unit 1 – 15 weeks	<p>Movement Skills - Athletics</p> <p>Students perform movement skills in a variety of sequences and situations. They propose a range of alternatives to solve movement challenges through participation in a range of activities. Students describe and practise interpersonal skills to promote inclusion to make themselves and others feel they belong. They incorporate elements of space, time, objects, effort and people in creating and performing simple movement sequences.</p>
Unit 2 – 15 weeks	<p>Movement Skills - AFL</p> <p>Students work towards developing the fundamental motor coordination skills necessary to play a modified version of AFL. The lessons focus on learning through play and students are encouraged to have fun whilst learning how to hold, handpass, kick and mark the ball. In addition, students will discuss the</p>

	importance of teamwork and fair play with opportunities provided to develop these social skills in pairs and small groups.
Unit 3 – 15 Weeks	Movement Skills - Hockey Students learn the basic skills of hockey. As a guiding principle, safe practice is paramount, and students learn the skills of hockey in a safe environment.