



**Year One
Curriculum Handbook
2026**

Term 1	
Religion – Pedagogy of Encounter	<p>Living in Relationship 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 Punctuation – capital letters and full stops Sentence Level Grammar – nouns, noun groups, verbs, simple sentences, compound sentences with coordinating conjunctions, prepositional phrases Spelling – Review of phonemes from ES1, compound words, two syllable words, ai (rain), ay (play), ee (tree), ea (leaf), oa (boat), ow (slow) & homophones 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. Measurement & Space - Students will be provided with opportunities to recognise, classify, and sort shapes using obvious features. Statistics & Probability - Students will also ask questions, gather data, and represent data with objects and drawings.</p>
HSIE	<p>History 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>
<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>Dance: Carnival of the Animals</p> <p>Students will be taking part in a series of dance activities inspired by Camille Saint-Saëns' <i>Carnival of the Animals</i>. They will explore how to express ideas through movement, using both locomotor and non-locomotor actions to demonstrate control, coordination, and expressive qualities in their dancing.</p> <p>Throughout the unit, students will engage with the music and animal themes from <i>Carnival of the Animals</i>, experimenting with the elements of dance to create movements that represent an animal of their choice. They will then select and refine these movements to develop their own short animal-themed dance.</p> <p>In addition to performing, students will observe, describe and discuss their own dances as well as the dances of their peers, building their confidence and understanding of expressive movement.</p>

Term 2	
Religion – Pedagogy of Encounter	<p>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.</p>
English	<p>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</p>
Mathematics	<p>Number Equivalence & Counting Sequences, Number Patterns, Groups of Ten, Addition and Subtraction Measurement & Space Represent Equality, Mass, Time Statistics & Probability Data</p>
HSIE	No History/Geography taught in Term 2
Science	<p>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.</p>
PDHPE	<p>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>

	<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>
<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: Australian Indigenous and Early Music</p> <p>Students will be exploring a music unit focused on Australian Indigenous and Colonial musical traditions. Throughout the unit, students will listen, sing, play and move to a wide variety of music that reflects the characteristics of these two important genres.</p> <p>Students will learn about traditional Indigenous and Colonial instruments, including how they are made and how different sounds are produced. They will have opportunities to use these instruments in singing and playing activities as they develop their own musical understanding.</p> <p>The unit will build students' skills and experiences in the musical concepts of duration, pitch, tone colour and structure, helping them to develop a deeper appreciation of Australia's musical heritage.</p>

Term 3	
Religion – Pedagogy of Encounter	<p>Belonging to the Christian Family</p> <p>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.</p>
English	<p>Writing to give an opinion (Persuasive Texts)</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</p> <p>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.</p> <p>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)</p> <p>Comprehension – Evaluating & Making Connections</p>
Mathematics	<p>Number - Students are provided opportunities to:</p> <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 <p>Place Value, Whole Number, Doubles & Near Doubles, Multiplication & Division and Arrays</p> <p>Measurement & Space Position, Length, 2D Shapes, Area and 3D Shapes</p> <p>Statistics & Probability Chance</p> <p>“Inquisitive Minds” incursion to develop students’ ability in problem-solving, communicating and reasoning in Mathematics,</p>
HSIE	<p>Geography</p> <p>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.</p> <p>KEY INQUIRY QUESTIONS</p> <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
PDHPE	<p>PDH - Term 3 – Asking for Help 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>
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: Hats, Caps and Masks</p> <p>Students will be participating in a drama unit centred around the creative use of hats, caps and masks. Throughout the unit, students will take on different roles to explore both familiar and imagined situations, building confidence as they use drama to tell stories and express ideas.</p> <p>Students will learn to use the elements of drama, along with movement and voice skills, to convey meaning and emotion. They will work collaboratively with their peers, interacting and responding to one another as they create and present simple performances.</p> <p>This unit also provides opportunities for students to recognise the power of body language, facial expression, voice and movement. Through guided improvisations, they will discover how these elements can be combined to communicate character, feelings and ideas to an audience.</p>

Term 4	
Religion – Pedagogy of Encounter	<p>Remembering the Holy Family 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 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 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. 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 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. 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 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 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>
<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: Exploring Kodaly and Carols by Candlelight Concert Preparations</p> <p>Students will be building their musical skills through a unit based on the Kodály approach to teaching music. Students will learn to sing simple songs with accuracy and confidence, while also performing spoken and sung rhythms and chants.</p> <p>As part of their learning, students will begin using solfa (solfège) hand signs and rhythm syllables to help them recognise and understand melodic and rhythmic patterns in music. They will use this developing knowledge to improvise their own short musical phrases using the C pentatonic scale.</p> <p>Students will also have opportunities to record their musical ideas using both graphic and traditional notation and will discuss how they have used musical concepts in their compositions.</p> <p>This unit supports students in building strong foundations in pitch, rhythm, creativity and musical literacy.</p> <p>In addition to classroom music learning, students will be part of the Stage One Choir, and they will learn to sing a range of songs in preparation for our end-of-year Carols by Candlelight concert. This provides a wonderful opportunity for students to build confidence, teamwork and performance skills.</p>

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 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 lessons, along with a variety of thinking routines.

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

Information Processing Skills in Year 1

Question

Analyse a research question

Plan

Identify steps required to complete a task, asking clarifying questions as required. With support, identify language related to the task and build a relevant vocabulary bank.

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
 - Hyperlinks and shortcuts
 - Headings and subheadings

Print resources

- Content page
- Index
- Glossary
- Headings and subheadings
- Identify a resource as
 - Imaginative
 - Informative
 - Persuasive

Comprehend

Scan sources of information to determine the relevance of the resource for the given task. Comprehend information presented in a variety of formats including text, images, audio and objects.

Record

Record facts in a given format and summarise information gathered

Share Findings

Present information in a given format considering their audience and identify ways to share their work. Students are learning to respect copyright and state sources of information

Offer feedback

- Self-assess their product (during task and final product) using agreed success criteria
- Accept (and use where appropriate) peer feedback.

Physical Education in Year 1

Year 1 students refine foundational movement skills with increasing purpose. They develop balance, controlled movement, and object-control techniques through games that encourage spatial awareness, coordination and simple tactical thinking.

Term 1	– Moving with Purpose (1) <ul style="list-style-type: none">- controlled locomotor movement- direction changes- movement sequences
Term 2	Balance and Control (1) <ul style="list-style-type: none">- static/dynamic balance- stability- simple sequences requiring control
Term 3	Catch, Throw and Move (1) <ul style="list-style-type: none">- overarm/underarm throw- refined catching- movement into space
Term 4	Kick and Strike for Target (1) <ul style="list-style-type: none">- kicking for accuracy

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| | <ul style="list-style-type: none">- striking objects- aiming at targets |
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