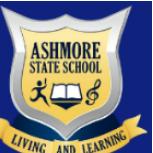


# 2026 YEAR ONE CURRICULUM PLAN



Learning Area	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	<p><b>Engaging with imaginative stories</b> Students engage with a range of texts that depict characters, settings and events.</p> <p><b>Assessment</b> 1.1 To share ideas and express an opinion about a character from a familiar imaginative text. (S&amp;L)</p>	<p><b>Exploring and creating informative texts</b> Students engage with a range of informative texts that report on and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts.</p> <p><b>Assessment</b> 2.1 To read, view and comprehend a simple informative text. (R&amp;V) 2.2 To create an informative text to report on a familiar topic. (W&amp;C)</p>	<p><b>Expressing opinions about procedures in texts</b> Students engage with a range of texts that contain topics or story elements that can be presented as a procedure.</p> <p><b>Assessment</b> 3.1 To create a short, spoken text to recount a simple procedure. (S&amp;L)</p>	<p><b>Exploring and responding to imaginative texts</b> Students engage with a range of texts that depict characters, settings and events.</p> <p><b>Assessment</b> 4.1 To read, view and comprehend an imaginative text. (R&amp;V) 4.2 To create a short written recount of a familiar imaginative text. (W&amp;C)</p>
Maths	<p><b>Number, Space, Statistics</b> Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>• develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities</li> <li>• use physical and virtual materials to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond two digits</li> <li>• use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others</li> <li>• use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations</li> <li>• use simple surveys to collect and sort data, based on a question of interest, such as colour of eyes; recognise that data can be represented in different ways such as objects, images, drawings, lists and symbols; compare and discuss data by identifying patterns.</li> </ul> <p><b>Assessment</b> 1.1 —Statistics</p>	<p><b>Number, Algebra, Measurement</b> Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>• use physical and virtual materials to demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones</li> <li>• use skip counting to quantify physical collections</li> <li>• recognise patterns in numbers and extend knowledge of numbers beyond two digits</li> <li>• use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li> <li>• explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events.</li> </ul> <p><b>Assessment</b> 2.1 —Number</p>	<p><b>Number, Space, Measurement</b> Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>• demonstrate that numbers can be represented, partitioned and composed in various ways (for example: partition collections into equal groups, skip count) and extend their knowledge of numbers beyond two digits</li> <li>• use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li> <li>• use spatial features to classify shapes and objects and recognise shapes and objects in the environment and communicate reasoning (for example: explaining choices when ordering objects)</li> <li>• explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning</li> <li>• measure the length of shapes and objects using uniform informal units in an everyday situation.</li> </ul> <p><b>Assessment</b> 3.1 —Number and Mathematical modelling 3.2 —Measurement and Space</p>	<p><b>Number, Algebra</b> Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>• connect understanding of numbers to at least 120 by representing, partitioning and composing in various ways</li> <li>• use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li> <li>• use skip counting to quantify physical collections initially by 2s, 5s, 10s</li> <li>• recognise repeated patterns in numbers, symbols and objects using physical and virtual materials.</li> </ul> <p><b>Assessment</b> 4.1 —Number and Algebra</p>
HASS	<p><b>Unit 1: Families then and now</b> Students develop knowledge and understanding about their own family histories and how family life has changed or stayed the same over time. They identify similarities and differences in family structures and compare the roles of family members in the past and present. As they investigate, students pose questions using sources such as photographs, stories, objects and maps, and interpret this information to identify continuity and change in aspects of daily life, including play, school and responsibilities. Students discuss perspectives related to people and events to explain their understandings. Through these discussions, they build curiosity, imagination and problem-solving skills while strengthening their sense of identity and belonging.</p>		<p><b>Unit 2: Caring for Country/Place (Shared histories: Truth-telling project Unit 1)</b> In this unit, students will explore the local Country/Place and identify the natural, managed and constructed features of this Country/Place. They will also identify the changes that have occurred to the local Country/Place and suggest how to care for the local Country/Place.</p>	
HPE	<p><b>Unit 1: Understanding the development of self and emotional responses</b> Students explore personal qualities and investigate factors that influence and shape their identities. They develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others. They identify ways to use their strengths and personal qualities to contribute to successful outcomes. Through story-telling, exploration and active play, students practise skills and strategies to manage emotions and develop respectful relationships.</p>		<p><b>Unit 2: Exploring health information and applying fundamental movement skills</b> Students practise their fundamental movement skills in a range of physical activities. They refine and extend these to increase the complexity of locomotor and object control skills. Students demonstrate and explain how to move effectively with objects and in space. Through participation in a range of movement situations, students continue to develop movement skills independently and collaboratively and develop and apply rules. They demonstrate and describe strategies for participating respectfully in active play and minor games. Students investigate and explore how health information contributes to making healthy choices.</p>	
Science	<p><b>Unit 1: Biological sciences</b> Students investigate the basic needs of plants and animals, recognising that all living things require air, water, food and shelter. They pose simple questions, follow safe procedures and record observations using tables and graphic organisers to identify</p>	<p><b>Unit 3: Physical sciences</b> Students investigate how push and pull forces, along with surface characteristics, affect the way objects move. They follow safe procedures and use digital tools to pose questions, test predictions and collect simple measurements. By comparing</p>	<p><b>Unit 2: Earth and space sciences</b> Students explore patterns in daily and seasonal changes by observing weather, temperature, daylight and conditions across different parts of Australia. They pose and answer questions, make predictions and consider</p>	

	<p>patterns and group living things based on their needs. Students explore how different places meet these needs and consider real-world examples such as caring for pets, growing plants and supporting native species. Using digital tools, they create visual representations showing relationships between living things and their habitats. They learn how scientists, including Australia's first scientists, use knowledge of living things to care for environments.</p>	<p>predictions with observations, they learn how forces can start or stop movement or change an object's shape or direction. Students represent forces using simple models, drawings or labels and begin using everyday and scientific vocabulary to describe them. They connect their understanding of forces to real-world contexts such as toys, playground equipment and common household tools.</p>	<p>how these changes affect plants, animals and humans. Students organise their observations using calendars, drawings, photos and simple tables to track changes over time. They connect their predictions and observations to real-life decisions, such as planning activities or choosing appropriate clothing based on weather and seasonal patterns.</p>
<b>Technologies</b>	<p><b>Unit 3: Design and Technologies</b> Students explore how technologies, including materials, affect movement in products. They consider the purposes of designs and how they meet personal and social needs. Students select design ideas based on their personal preferences and explore how technologies, including materials, affect movement in products. They explore and use materials, components, tools, equipment and techniques to safely create and test a designed solution and reflect on their participation in a design process.</p>	<p><b>Unit 1: Digital Technologies</b> Students continue to develop their skills when using different hardware components such as laptop touchpads and keyboards. They use common software to create, locate and share content with others. From these experiences students gain a greater insight into the purpose of digital systems. Students discuss how some websites collect their personal data online. They learn to access their school account using a username and password. Students gain greater familiarity and confidence in representing data using various formats. They recognise the equivalence of different representations of numbers.</p>	
<b>Japanese</b>	<p><b>Unit 1: Exploring my family and other families</b> Students explore the concept of family and deepen their understanding of the diversity of families around the world. Students engage with a range of spoken, written and multimodal texts in Japanese that help them to identify what family means to them, and deepen their understanding of similarities and differences between families, noticing the use of different terms depending on relationship and status. Students use Japanese to create spoken and written texts which share information about their and others' families.</p>		
<b>The Arts</b>		<p><b>Unit 1: Cultural Dance</b> Students explore how different cultures use dance for storytelling, celebration and community. They describe where, why and how people experience dance, create their own simple dance sequences inspired by cultural movements, and share their work in informal performance settings.</p>	<p><b>Unit 2: Visual Arts and Music</b> Students explore and practise visual arts techniques while appreciating artworks and music from a range of cultures. They experiment with materials and processes to create their own artworks and develop confidence in demonstrating simple arts skills. Students share and discuss their work in informal settings.</p>