



# Year 1 Curriculum & Assessment

## AUSTRALIAN CURRICULUM-CURRICULUM INTO THE CLASSROOM (QLD)

### ENGLISH UNIT OVERVIEW

Students listen to, read, view and interpret written picture books, poems and multimodal texts from traditional and contemporary contexts to explore and create various language and structures.

TERM 1		TERM 2		TERM 3		TERM 4	
<b>Unit 1: Exploring emotion in picture books</b> Students identify emotive content and justify their interpretations of <b>familiar stories</b> .	<b>Unit 2: Explaining how a story works</b> Students analyse and explain a <b>familiar story</b> .	<b>Unit 3: Exploring characters in stories</b> Students identify some features of characters in these texts and to create <b>character descriptions</b> .	<b>Unit 4: Engaging with poetry</b> Students explore sound patterns and features of plot, character and setting. Students recite a <b>poem</b> to the class.	<b>Unit 5: Examining language of communication — questioning</b> Students create an animal character to be included in a literary text, and discuss their choices in an interview.	<b>Unit 6: Retelling cultural stories</b> Students write, present and read a retell of their favourite cultural story to an audience of peers.	<b>Unit 7: Creating digital procedural texts</b> Students create a digital presentation of a procedure from a literary context.	<b>Unit 8: Creating digital texts</b> Students create a digital innovation.
ASSESSMENT Units 1 and 2		Units 3 and 4		Units 5 and 6		Units 7 and 8	
<b>Unit 1:</b> <i>Monitoring task - Spoken presentation</i> <b>Unit 2: Responses to picture books</b> <i>Short answer questions –</i>		<b>Unit 3: Reading &amp; comprehension</b> <i>Interview</i> <b>Unit 3: Create a character description</b> <i>Written</i> <b>Unit 4: Comprehending Poetry</b> <i>Written</i> <b>Unit 4: Poem Recitation</b> <i>Oral</i>		<b>Unit 5: Reading and listening comprehension</b> <i>Short answer questions</i> <b>Unit 5: Create and present a character</b> <i>Oral</i> <b>Unit 6: Retell of a cultural story</b> <i>Poster/multimodal presentation</i>		<b>Unit 7: Reading and comprehension</b> <i>Interview</i> <b>Unit 7: Digital Multimodal Procedures</b> <i>Poster/multimodal presentation</i> <b>Unit 8:</b> Monitoring task	



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### MATHEMATICS UNIT OVERVIEW

Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of

TERM 1		TERM 2		TERM 3		TERM 4	
<b>UNIT 1</b> <ul style="list-style-type: none"> <li>Numbers</li> <li>Addition and subtraction</li> <li>Computation strategies — counting on and back</li> <li>Measurement</li> <li>Duration — using days and weeks</li> </ul>	<b>UNIT 2</b> <ul style="list-style-type: none"> <li>Numbers</li> <li>Counting sequences</li> <li>Addition and subtraction</li> <li>Computation strategies — build to 5</li> <li>Chance</li> <li>Data representation</li> </ul>	<b>UNIT 3</b> <ul style="list-style-type: none"> <li>Patterns and Algebra</li> <li>Number and place value</li> <li>Addition and subtraction</li> <li>Location and transformations</li> <li>Fractions and Decimals</li> <li>Measurement - Time</li> </ul>	<b>UNIT 4</b> <ul style="list-style-type: none"> <li>Number and place value</li> <li>Addition and subtraction</li> <li>Shape</li> <li>Money</li> </ul>	<b>UNIT 5</b> <ul style="list-style-type: none"> <li>Number and place value</li> <li>Counting sequences</li> <li>Patterns and algebra</li> <li>Length</li> <li>Fractions</li> </ul>	<b>UNIT 6</b> <ul style="list-style-type: none"> <li>Number Sense</li> <li>Time</li> <li>Location and transformations</li> <li>Money</li> <li>Addition and Subtraction</li> </ul>	<b>UNIT 7</b> <ul style="list-style-type: none"> <li>Number sense and place value</li> <li>Chance</li> <li>Data</li> <li>Fraction and Decimals</li> </ul>	<b>UNIT 8</b> <ul style="list-style-type: none"> <li>Number</li> <li>Data Collection</li> <li>Patterns</li> <li>Measurement - Time</li> </ul>
ASSESSMENT Units 1 and 2		Units 3 and 4		Units 5 and 6		Units 7 and 8	
<i>Unit 1</i> Monitoring task – Length Monitoring task – Counting	<i>Unit 2</i> Monitoring task – Data representations Written – number and place value	<i>Unit 3</i> Monitoring task – Counting Observations	<i>Unit 4</i> Interviews Monitoring task - Money	<i>Unit 5</i> Interviews	<i>Unit 6</i> Monitoring task – Directions Interviews	<i>Unit 7</i> Observations interview	<i>Unit 8</i> Number Mathematical guided inquiry Portfolio

### SCIENCE UNIT OVERVIEW

Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.

TERM 1	TERM 2	TERM 3	TERM 4
<b>Unit 1:</b> <b>Living adventure</b> Living things and habitats	<b>Unit 2:</b> <b>Material madness</b> Physical changes of materials	<b>Unit 3:</b> <b>Changes around me</b> Day and night	<b>Unit 4:</b> <b>Light and sound</b> Light and sound
ASSESSMENT			
<b>Presentation — A Better place:</b> <i>Multimodal presentation</i> <i>Monitoring tasks</i>	<b>Storyboard — Don't rock the boat</b> <i>Assignment/project</i> <i>Monitoring tasks</i>	<b>Day and night landscapes</b> <i>Multimodal presentation</i> <i>Monitoring tasks</i>	<b>Collection of work: Light and sound</b> <i>Collection of work - portfolio</i>



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<b>Humanities UNIT OVERVIEW</b>			
Years 1 – 7 study History and Geography in alternate terms.			
TERM 1- History	TERM 2 - Geography	TERM 3- History	TERM 4 - Geography
<b>Unit 1 – Exploring this moment in time</b> Inquiry Question/s: <ul style="list-style-type: none"> <li>How do we describe the sequence of time?</li> </ul>	<b>Unit 1 – How do we use place?</b> Inquiry Question/s: <ul style="list-style-type: none"> <li>How can spaces within a place be rearranged to suit different purposes?</li> </ul>	<b>Exploring yesterday and today – my grandparents, my parents and me</b> Inquiry Question/s: <ul style="list-style-type: none"> <li>How has family life changed or remained the same over time?</li> <li>How can we show that the present is different from or similar to the past?</li> </ul>	<b>Unit 2 – What are places like?</b> Inquiry question/s: <ul style="list-style-type: none"> <li>What are the different features of places?</li> <li>How can we care for places?</li> </ul>
ASSESSMENT			
Collection of work – Oral description and presentation of time capsule box	Collection of work – portfolio of observations, quizzes, consultations.	Guided research – Interview and slideshow	Guided Research – Oral presentation
TECHNOLOGY UNIT OVERVIEW			
TERM 1	TERM 2	TERM 3	TERM 4
Explores techniques and textures that can be used to create a collage.	Explore functionality of a variety of different materials to suit different purposes and design techniques.	Explore codes and symbols that are used to communicate in a variety of different ways	Explores decorations and ornaments that are used as part of celebrating Christmas (and other celebrations of significance to students who do not celebrate Christmas)
ASSESSMENT			
Design and evaluate a collage that depicts a memory of a time the student felt happy.  Evaluate the process and technique used to create a 3D collage	Design and evaluate a school uniform considering the function of uniforms and the types of material that would be appropriate.	Create a picture code that could have been used before the alphabet was invented	Create and shape a Christmas tree decoration or other significant cultural celebration – such as Diwali
THE ARTS UNIT OVERVIEW			
TERM 1	TERM 2	TERM 3	TERM 4
Exploring a variety of textures of materials that could be used to create a 3D collage	Explore primary and secondary colours, warm and cool colours and complementary colours. Explore lines and symbols that can be used on flags.	Investigate features of Aboriginal Dance and how movements are used to tell a story and/ or depict a variety of Australian animals.	Participating in a play as another character. Learning to use drama elements to create an engaging performance.
ASSESSMENT			
Create a 3D collage that was designed in	Design a flag using commentary colours	Perform a dance to show the movements of animals	Students will utilise taught drama elements such as



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technology using a variety of textures and techniques.

space, movement, voice and turn – taking to create an engaging performance for a familiar audience.