



ENGLISH

Exploring and creating informative texts

Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts.

They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts.

Through texts, students explore how print and digital informative texts such as reports, and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences.

Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.

For assessment, students:

- read, view, and comprehend an informative text.
- create a written and multimodal informative text for an audience.

READING

Students will be reading a range of Decodable reading books.



MATHEMATICS

Students develop their understanding of:

Number

- demonstrate how one- and two-digit numbers can be partitioned in different ways.
- recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits.
- solve problems involving addition and subtraction of numbers to 20 using calculation strategies.
- use their curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing their thinking when communicating with others.

Measurement

- explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events.



HASS

(Humanities & Social Sciences)

Geography – Local Places

Students will explore questions through the inquiry process to:

- learn about natural, managed, and constructed features of local places, and their location.
- understand how places change and how they can be cared for by different groups including First Nations Australians.

SCIENCE

Biological Sciences – Survive and Thrive

Students will continue to learn about the basic needs of plants and animals, including humans. They apply this knowledge to design and build a physical or digital diorama of a plant or animal habitat.



MUSIC

Musical elements & content

Extension of Rhythmic knowledge & practising singing styles/conventions through movement & games.

Mrs Myatt – kmyat3@eq.edu.au

HPE (Health & Physical Education)

Health

Our Culture - Students identify similarities and differences in cultures and how different cultures share their beliefs and celebrations. Students explore how different strengths and achievements are recognised and celebrated.

Physical Education:

Students will be participating in an athletics program. Students will perform fundamental skills in a variety of movement sequences and situations. They will participate in games with and without equipment.

Mrs Johnson – tjohn325@eq.edu.au

PERFORMING ARTS

UNIT TITLE: Groove and Move: Exploring Social Dance

In this 10-week unit, Year 1 students will explore social and bush dance styles through movement, rhythm, and teamwork. They will develop fundamental dance skills such as coordination, spatial awareness, and musicality while engaging in dances that have historical and cultural significance in Australia. Through guided learning, students will participate in structured sequences, create their own dance movements, and reflect on how dance connects people. The unit will culminate in a class bush dance performance.

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