Curriculum Overviews are an important way for our community to **BELONG, TRUST AND FLOURISH.**

- A sense of **BELONG**ing comes from the community understanding what happens in our school.
- At Bellbird Park SS, you can **TRUST** that we implement the Australian Curriculum using appropriate pedagogy for cohorts and individuals.
- Here is a summary of the teaching, learning and assessment that will help your child to **FLOURISH** in *YEAR 1, TERM 1.*

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	**Exploring and retelling stories** Students engage with a variety of literature including the oral narrative traditions and literature of First Nations Australians through picture books, stories, short films, animations and texts written by Australian and world authors. Sequences of events and everyday happenings with recognisable characters are evident in these texts. Students discuss features of stories including plot, character and settings, and make connections with their own experiences. They retell key events through writing, drawing and/or digital tools and share ideas with peers.	**Retells of stories: Features of stories** - To discuss, comprehend and retell a familiar story and create a written recount. *Multimodal: written, spoken/signed*
MATHEMATICS	**Number and Algebra** • demonstrate that numbers to 99 can be represented and composed in various ways • recognise patterns in the environment and choose ways of representing thinking when communicating with others **Space** • use simple transformations, directions and pathways to move the positions of people and objects within a space **Statistics** • use simple surveys to collect and sort data, based on a question of interest • recognise that data can be represented in different ways • explain patterns in the results	**Exploring numbers to 99 and repeating patterns** - To recognise, represent and order numbers to 99. To create and describe repeating patterns. **Giving and following directions** To give and follow directions to move people and objects around an obstacle course. *Monitoring strategy* **Collecting, representing and discussing data** - To collect, record and represent data in a one-to-one display and compare and discuss data.
SCIENCE	**Save planet Earth** Students will investigate Earth's resources, describe how Earth's resources are used and identify the importance of conserving resources for the future of all living things. They will relate this to their local area, make observations and predict consequences of future occurrences and human activity.	**Using Earth's resources** - To identify different uses of one of Earth's resources.

HASS	**Australia past and present** Students will investigate a person, site or event of significance in their local community. Students will explore how changes in technology have shaped daily life.	**Technology over time and important places** - To explain how technology has shaped daily life. To investigate an important historical place. *Short answer questions/Oral/Teacher led*
HPE	**Physical Education - iMove, iJump, iLand** In this unit, students will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness. **Health - My classroom is healthy, safe and fun** Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.	**Physical Education** - Students demonstrate fundamental movement skills of rolling, balancing and jumping in sequences and situations. Students perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness. *Practical* **Health** - Students describe how to keep themselves and others healthy and safe within a classroom setting and select a health or safety strategy for an outside setting. *Assignment*
TECHNOLOGIES (Digital Literacy)	The Digital Literacy learning continuum is organised into 4 elements: • Practising digital safety and wellbeing • Investigating • Creating and exchanging • Managing and operating.	Not summatively assessed.
THE ARTS (Dance)	Students: • become aware of their bodies and learn about the body bases, parts and zones used in dance • explore space, time, dynamics and relationships as they make and observe dances • explore locomotor and non-locomotor movements and use these fundamental movement skills in their own dance • experiment with simple technical and expressive skills and begin to learn about choreographic devices through selecting and organising movements in their own dances.	Not summatively assessed.