



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 2.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	<p>Exploring characters and plot Students engage with a variety of literature including picture books, print and digital stories, short films and animations, simple chapter books and texts for enjoyment. Texts include unusual happenings and images that extend meaning and can include the oral narrative traditions and literature of First Nations Australians and classic or contemporary literature from Australian and world authors. Students explore sequences of events and how characters and events are portrayed through language. Students retell events and consider their audience when creating an innovation on a story. They share ideas with their peers.</p>	<p>Retells of stories: Adapt a story - To orally discuss, comprehend and recount a familiar story and create a new event. <i>Multimodal: written, spoken/signed</i></p>
MATHEMATICS	<p>Number</p> <ul style="list-style-type: none"> • partition and combine numbers to 999 flexibly <p>Space</p> <ul style="list-style-type: none"> • locate and identify positions on maps and use familiar mathematical language <p>Statistics</p> <ul style="list-style-type: none"> • build the foundations for statistical inquiry by choosing questions based on interests when collecting, representing and interpreting data, and recognising features of different representations • develop a sense of equivalence, chance and variability when engaging in play-based and practical activities 	<p>Exploring numbers to 999 - To represent, partition and order two- and three-digit numbers.</p> <p>Locating features and using maps - To locate and identify positions of features on a map. To move positions by following directions and pathways on a grid.</p> <p>Using data to answer a question - To use a range of methods to collect, record, represent and interpret data in response to questions.</p>
SCIENCE	<p>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.</p>	<p>Using Earth's resources - To identify different uses of one of Earth's resources and describe ways to conserve it. To use informal measurements to make observations.</p>

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. <i>Short answer questions/Oral/Teacher led</i>
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. <i>Practical</i> 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. <i>Assignment</i>
TECHNOLOGIES (Digital Literacy)	Digital Literacy learning continuum is organised into 4 elements: Practising digital safety and wellbeing <ul style="list-style-type: none"> • Investigating • Creating and exchanging • Managing and operating 	Not summatively assessed.
THE ARTS (Dance)	Students: <ul style="list-style-type: none"> • 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.