



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

- A sense of **BELONGing** 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>Examining, creating and sharing informative texts Students participate in shared reading, and viewing of authentic texts including non-fiction texts. These texts may include topics being studied in other learning areas, oral narrative traditions and literature of First Nations Australians and new content on familiar topics with supporting illustrations and diagrams.</p> <p>Students explore how texts such as simple procedures, reports and factual descriptions are organised according to their purpose.</p> <p>Students create short texts to report on events or experiences to present to an audience.</p>	<p>Writing and creating informative texts - To identify text structures and language and visual features of imaginative and informative texts. To create and present a <i>written multimodal</i> information report to an audience.</p> <p>Reading, viewing and comprehending informative texts Phonic and word knowledge; fluency <i>Monitoring strategy</i></p>
MATHEMATICS	<p>Number and Algebra</p> <ul style="list-style-type: none"> • partition one- and two-digit numbers • recognise patterns in numbers and extend knowledge of numbers beyond two digits • 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 • use curiosity and imagination to explore situations and choose ways of representing thinking when communicating with others • quantify collections using skip counting <p>Measurement explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events</p>	<p>Partitioning one- and two-digit numbers and solving addition and subtraction problems to 20 To partition one- and two-digit numbers in different ways and solve addition and subtraction problems to 20 using calculation strategies.</p> <p>Explaining durations - Comparing and ordering duration of time <i>Monitoring strategy</i></p>

SCIENCE	<p>Growth of living things In this unit, students will examine how living things, including plants and animals, change as they grow. They will ask questions about, investigate and compare the changes that occur to different living things during their life stages.</p>	<p>Exploring growth - Students will draw and describe the life stages of a chosen plant/animal.</p>
HASS	<p>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.</p>	<p>Technology over time and important places - To explain how technology has shaped daily life. To investigate an important historical place.</p> <ul style="list-style-type: none"> • <i>Short answer questions</i> • <i>Oral</i> • <i>Teacher led</i>
HPE	<p>Physical Education - They keep me rolling Students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based scooter board challenges.</p> <p>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.</p>	<p>Physical Education - Students use personal and social skills when working with others in a range of activities. They perform underarm throwing, two-handed catching and dynamic partner balances with a beanbag and solve movement challenges. <i>Practical</i></p> <p>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></p>
TECHNOLOGIES (Digital Literacy)	<p>Digital Literacy learning continuum is organised into 4 elements:</p> <ul style="list-style-type: none"> • Practising digital safety and wellbeing • Investigating • Creating and exchanging • Managing and operating 	<p>Not summatively assessed.</p>