



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 3.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	<p>Expressing opinions about procedures in texts Students engage with a range of texts which contain topics or story elements that can be presented as a procedure.</p> <p>They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts.</p> <p>Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details.</p> <p>Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations.</p>	<p>Speaking and listening - To create and deliver a short, spoken text to recount a simple procedure for a favourite game and express an opinion as to why their peers should learn it.</p>
MATHEMATICS	<p>Number</p> <ul style="list-style-type: none"> • partition 2-digit numbers (non-standard) • demonstrate that numbers can be represented, partitioned and composed in various ways • 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 • recognise patterns in numbers and extend knowledge of numbers to at least 120 <p>Space</p> <ul style="list-style-type: none"> • recognise shapes and objects in the environment • reason spatially and use spatial features to classify shapes and objects <p>Measurement</p> <p>explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity)</p>	<p>Using mathematical modelling to solve practical problems - To use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and equal grouping.</p> <p>Measuring, comparing and classifying shapes and objects - To make, compare and classify shapes and objects. To measure the length of shapes and objects using uniform informal units.</p>

<p>SCIENCE</p>	<p>Toy Factory Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>	<p>Designing A Toy Students design a toy that will move with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.</p>
<p>HASS</p>	<p>Connections to places In this unit, students recognise the world is divided into geographic divisions and investigate how people are connected to places.</p>	<p>Not summatively assessed</p>
<p>HPE</p>	<p>PE - Who wants to play? In this unit students will demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.</p> <p>Health - I am safe In this unit, students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p>	<p>Not summatively assessed</p>
<p>DESIGN AND TECHNOLOGIES</p>	<p>Materials and technologies specialisations In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.</p>	<p>Not summatively assessed</p>