



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 4.**

| LEARNING AREA | UNIT OVERVIEW | ASSESSMENT |
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| ENGLISH | <p>Exploring and Responding to Imaginative Texts Students engage with a range of texts which depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure.</p> <p>Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning.</p> <p>Students engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details.</p> | <p>Speaking and listening - To read, view and comprehend a simple narrative text. To create a written recount of a familiar imaginative text.</p> |
| MATHEMATICS | <p>Number</p> <ul style="list-style-type: none"> • demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits • develop a sense of equivalence, fairness, repetition and variability when engaging in play-based and practical activities • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others <p>quantify collections using skip counting</p> | <p>Using mathematical modelling to solve practical problems - To partition one- and two-digit numbers, create patterns and use skip counting to quantify collections.</p> |
| SCIENCE | <p>Material Madness</p> <p>Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.</p> <p>Students respond to questions, make predictions and participate in guided investigations exploring the effects of making changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions</p> | <p>Material Madness</p> <p>Students will investigate the properties of a range of everyday materials through a guided investigation, share observations and answer questions describe the effects of physically changing materials.</p> |

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| HASS | <p>Connections to places</p> <p>In this unit, students will explore the places where they live and their connection to places. They will recognise that the world is divided into geographic divisions.</p> | Not summatively assessed |
| HPE | <p>PE - What's your Target</p> <p>In this unit, students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).</p> <p>Health - Stay Safe</p> <p>In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p> | <p>PE – What's your Target</p> <p>To demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets). <i>Practical</i></p> <p>Health – Stay Safe</p> <p>To describe changes as they grow older. To identify how emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems. <i>Collection of Work</i></p> |
| VISUAL ARTS | <p>New Stories</p> <p>In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore the visual language of storytelling in artworks by a range of artists, including Aboriginal peoples and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks • experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues • display artworks and share ideas about narrative elements and visual language choices they made in their artworks • describe and interpret narrative elements in artworks. | Not summatively assessed |

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