



Year 1 Term 3 – 2026

Curriculum Overview

Mathematics

Number and place value

- Recognise, model, read, write and order two- and three-digit numbers
- Count and represent collections to 120
- Understand place value, hundreds, tens and ones
- Identify parts and whole of quantities
- Rename two-digit numbers
- Position and locate numbers on number lines
- Connect addition and subtraction- fact families
- Record and solve addition and subtraction problems
- Revise zero, double, rainbow, and count on and count back facts

Patterns and algebra

- Count, represent and record counting sequences in ones, twos, fives and tens
- Describe number sequences resulting from skip counting by 2s, 5s and 10s from any number
- Skip count by 10s on and off the decade to at least 120

Measurement:

- Measure and compare the length and mass of objects

Shape

- Identify, compare and describe the attributes of two- and three-dimensional shapes
- Explain the similarities and differences of shapes

For assessment: students will complete an end of term test on the above concepts. This will include explanation and reasoning of students' thinking.

English

Expressing opinions about procedures in texts

Students engage with a range of texts that contain topics or story elements that can be presented as a procedure.

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.

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 will respond to procedural texts, exploring language to express opinions, including modal verbs, as well as persuasive text structures to provide reasons for opinions using a small number of details.

They also engage in shared and independent writing and/or learning experiences to create procedural texts and will participate in informal and structured discussions and give short oral presentations.

For assessment: students will create and present a spoken text to recount a simple procedure.

Humanities & Social Sciences

My Changing Life (Semester 2)

Students will investigate basic elements of daily life and how they have changed or remained the same over time. They will also view different ways of representing changes over time so they can demonstrate how life is similar or different from the past.

For assessment: students will complete an end of semester test to demonstrate their knowledge and understanding of the concepts covered over the semester.

Science

Biological Science (continued until Week 4)

Earth & Space Science – Week 5 Term 3 – Term 4 - Week 8

Students will investigate patterns and changes in daily and seasonal events and explore how these affect plants, animals and people. They will observe, record and organise data, make predictions, and connect their observations to everyday decision-making. Students will also learn how Aboriginal peoples and Torres Strait Islander peoples use changes in the environment to understand seasons, weather and the availability of resources.

For assessment: students record daily and seasonal weather observations, make predictions, and reflect on how the weather affects their daily lives. They also sort and order data and share in a weather report.

The Arts – Media (Semester 2)

Students will develop awareness of structure, intent, character and settings through exploring texts in English. They will use media elements such as sound, pictures, photos and text to share their media artwork with peers and experience media artworks as an audience.

For assessment: students will use Book Creator to create media artworks that clearly communicate and explain ideas to an audience.

Physical Education

Striking

Students demonstrate fundamental movement skills of striking a ball from varied starting positions. They will focus on their grip, having their eye on the ball, backswing, connection with the ball and follow through.

For assessment: students are observed demonstrating skills in the above concepts and are monitored using checklists.

The Arts – Music

Students develop their understanding of beat, rhythm and pitch through singing, movement, listening and playing instruments. They practise matching and performing simple melodic patterns using so-mi (s-m) and explore how music can be used to express ideas. Students begin creating and performing their own musical ideas using familiar songs and simple notation. They also respond to music by describing what they hear and experience.

For assessment: students demonstrate their learning by echoing rhythmic and melodic patterns, composing a simple so-mi melody to accompany altered song lyrics and completing a simple melodic

Health

Protective Behaviours - Body Safety

This term students will review emotional and physical warning signs that indicate body safety and learn about ways they can practise staying safe in their community.

For assessment: students will complete a range of written tasks that will allow them to demonstrate their understanding and knowledge of the concepts.