

CURRICULUM OVERVIEW

Expressing opinions about procedures in texts

Year 1

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 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.

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.

Expressing opinions

Year 2

Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, and imaginative and informative short films and animations. Through texts, students explore how information is presented in different types of texts to suit their purpose and audience, and explore how persuasive language is used to express opinions about texts and topics. Students engage in shared and independent writing and/or learning experiences in response to texts.

They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.

Year 1

Number and Algebra

- partition 1-digit numbers and 2-digit numbers
- recognise patterns in numbers and extend knowledge of numbers beyond 2 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

Measurement

- explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events

Year 2

Number and Algebra

- recognise that mathematics can be used to investigate things students are curious about, to solve addition and subtraction problems and model everyday situations, describing thinking and reasoning using familiar mathematical language
- partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems
- use number sentences to formulate additive situations
- use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions
- compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations
- partition collections, shapes and objects into equal parts and build a sense of fractions

Measurement

- use uniform units to measure, compare and discuss the duration of events
- reads time on an analog clock to the hour, half hour and quarter hour

ENGLISH

TECHNOLOGY

Computers: Handy helpers

In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems work independently and with others to create and organise ideas and information and share these with known people in safe online environments.

YEAR 1
1
2
3
TERM

MATHS

HPE

Personal, Social and Community Health Respectful Interactions

Students explore personal qualities and investigate factors that influence and shape their identities. They develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others. They identify ways to use their strengths and personal qualities to contribute to successful outcomes. Through story-telling, exploration and active play, students practise skills and strategies to manage emotions and develop respectful relationships.

Movement and Physical Activity

Rugby League Skills

In this unit, students will further develop their fundamental rugby league skills, including running, passing, catching, and kicking. They will participate in fun, skill-based activities that promote coordination, spatial awareness, and teamwork. Students will also explore the concepts of fair play and cooperation while learning the basic rules and strategies of the game. Through engaging modified games, they will build confidence, improve physical fitness, and enhance their ability to work collaboratively in a supportive and inclusive environment.

SCIENCE

HASS

Changes around me

In this unit students will describe the observable features of a variety of landscapes and skies. They will consider changes in the sky and landscape, and the impact of these changes on themselves and other living things.

Connection to Places

Students will explore the places where they live and their connection to places. They will recognise that the world is divided into geographic divisions.