



Holland Park State School



2026 Year 1 Curriculum Overview

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
	Change in ourselves	Changes in our environment	Changes over time	Changes around us
English	<p>Change in ourselves Students engage with a range of texts that depict characters, settings and events. Students will explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They will respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences.</p> <p>Students will share ideas and express an opinion about a character from a familiar imaginative text.</p>	<p>Exploring and creating informative texts Students participate in shared reading and viewing of authentic texts including non-fiction texts. They will how texts such as simple procedures are organised according to their purpose.</p> <p>Students will read, view and comprehend a simple informative text. They will create an informative text to report on a familiar topic (Australian animals)</p>	<p>Expressing opinions about poetry in texts</p> <p>Students engage with a variety of spoken, written and multimodal texts including poetry, rhymes, chants, songs and dramatic performances literature.</p> <p>Students investigate how texts are organised according to their purpose and explore how repetition, rhyme and rhythm create cohesion.</p> <p>Students express an opinion about their poetry.</p>	<p>Exploring and responding to imaginative texts</p> <p>Students engage with a variety of texts including picture books, stories, short films and animations, non-fiction and dramatic performances.</p> <p>Students will create a short-written recount of a familiar imaginative text. They will read, view and comprehend an imaginative text.</p>
Mathematics	<p>Number and Algebra</p> <ul style="list-style-type: none"> Numbers to 120 Representing counting sequences Patterns Solving addition and subtraction problems <p>Statistics and Probability</p> <ul style="list-style-type: none"> Investigate data representation. Interpreting and creating simple displays. 	<p>Number and Algebra</p> <ul style="list-style-type: none"> Representing two digit-numbers Demonstrate how one- and two-digit numbers can be partitioned in different ways. Representing counting sequences Use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. 	<p>Number and Algebra</p> <ul style="list-style-type: none"> Investigating connections between quantities Number patterns Representing and partitioning two-digit numbers Representing division by sharing Use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. 	<p>Number and Algebra</p> <ul style="list-style-type: none"> Connect number names, numerals and quantities, and order numbers to at least 120. Applying addition and subtraction understanding Recall number facts to 20. Partition collections into equal groups and skip count in two, fives or tens to quantify collections to at least 20.

	<p>Measurement and Space</p> <ul style="list-style-type: none"> Calendars and Time Days of the week Location and position Describing direction and movement 	<ul style="list-style-type: none"> Solve problems involving addition and subtraction. <p>Measurement and Space</p> <ul style="list-style-type: none"> Make, compare and classify shapes and objects using obvious features. Compare and order objects and events based on the attributes of duration, communicating reasoning 	<p>Measurement and Space</p> <ul style="list-style-type: none"> Compare and order objects and events based on the attributes of length, mass and capacity, communicating reasoning. Measure the length of shapes and objects using uniform informal units. 	<ul style="list-style-type: none"> Create skip counting and repeating patterns, identifying the repeating unit. Use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit.
Science	<p>Biological Sciences – Living things and their needs. Students continue to explore as they identify and compare the needs of individual plants and animals, such as air, water, food or shelter, and recognise that all plants and animals share some basic needs. They will learn from engaging with the work of scientists how science helps us care for living things and the places in which they live.</p>	<p>Earth and Space Sciences Students will develop their understanding of patterns by observing daily and seasonal changes in the environment. They will pose and answer questions while observing weather and seasonal changes. They will make predictions about how these changes affect plants humans and other animals</p>	<p>Physical Sciences - Push and Pull forces. Students will investigate how push and pull forces start or stop the motion of different objects and change their shape or direction of travel. Students will make predictions, observations and will draw scientific drawings.</p>	
Humanities and Social Sciences (HASS)	<p>Looking after where we live Students develop knowledge and understanding of the features of local places, including natural, managed and constructed environments, and consider how these places change over time. Students will draw conclusions to suggest ways they can be cared for.</p>	<p>Families then and now Students develop knowledge and understanding about their own family histories and how family life has changed or stayed the same over time. They identify similarities and differences in family structures and compare the roles of family members in the past and present.</p>		
Health	<p>Understanding the development of self and emotional responses Students will explore personal qualities and investigate factors that influence and shape their identities. They will develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others. The students will identify ways to use their strategies and personal qualities to contribute to successful outcomes.</p>	<p>Investigating health messages Students will investigate a range of health messages and explain the importance of health information when making decisions.</p>		
Physical Education	<p>Students explore a range of large ball skills including throwing; hand catch and bouncing and dribbling in a range of modified games and activities. They incorporate elements of effort, space, time, objects and people when performing simple movement sequences.</p>	<p>Students perform in small ball manipulative activities focusing on the skills of rolling, bouncing, catching, throwing, target throwing and striking.</p>	<p>Students perform a range of skills in aquatic activities with a focus on lifelong water safety skills, including survival skills, rescues, and self-preservation. Students explore stroke development and</p>	

			underwater activities to gain water confidence.
Technologies	<p>Digital Technologies Students will continue to develop their skills when using different hardware components such as laptop touchpads and keyboards. They will use common software, such as book creator, to create, locate and share content with others. Students will learn to access their school account using a username and password.</p>	<p>Design and Technologies: Engineering principals and systems. Students will explore how technologies, including materials, affect movement in products. They will consider the purposes of designs and how they meet personal and social needs. The students will design and make a toy that moves and changes direction to consolidate learning in the sciences push and pull forces unit.</p>	
Languages - Japanese	<p>Who am I? Students will practise using different greetings according to the time of the day and responding to classroom instructions and roll call in Japanese. They will notice that there are different forms of address in Japanese and use polite greetings with their teacher, explaining why this is important. Students learn to share information about themselves. Students will build awareness of cultural practices across Japan. They will participate in class discussions to identify similarities and differences between these cultures and their own. Students complete a weekly booklet with images in English, noticing aspects of their own cultures+ and languages.</p>	<p>Head, shoulders, knees and toes. Students will learn vocabulary relating to body parts through songs, call-and-response activities and games while following Japanese instructions. Students will develop their understanding of the relationship between written and spoken Japanese by labelling outlines of humans and animals to display in the classroom. They will follow teacher instructions to draw or create models of imaginary creatures by combining colours, shapes and body parts. Students will demonstrate their Japanese pronunciation skills while practising and performing a class song in Japanese.</p>	
THE ARTS			
Music	<p>Exploring how music can tell stories. Students explore how music is used to enhance the action or mood in music they experience in daily life such as in TV, film, games, or other experiences. They explore how music is used to share knowledge in cultural stories from Aboriginal peoples and/or Torres Strait Islander peoples. Students develop and practise listening skills and techniques for singing and playing instruments. They participate in music games and activities relating to the elements of music. Students improvise, compose, and perform music, experimenting with the elements of music to create expressive effects and communicate actions or parts of stories.</p>	<p>Exploring how music connects communities. Students explore where, why, and how people in communities experience music such as music for ceremonies or community events. They explore where and how they can experience music composed and/or performed by Aboriginal peoples and/or Torres Strait Islander peoples. Students develop and practise listening skills and techniques for singing and playing instruments. They participate in music games and activities relating to the elements of music. Students improvise patterns of body movement, such as clapping or stamping, to create accompaniments. They compose and perform music, experimenting with the elements of music to create expressive effects and communicate ideas about their community.</p>	
Visual Arts and Media Arts	<p>Arts Around Us. Students will engage in hands-on Visual Arts and Media Arts experiences. They will describe how, why, and where people from different cultures and communities create, share, and experience art.</p>		
Philosophy	Students develop their thinking skills in the class community by asking questions, justifying, giving examples, making connections, building on ideas, and seeking clarification.		

* Units are subject to change throughout the year

2026 Year 1 Excursions and Incursions

PRICES ARE APPROXIMATIONS and subject to adjustment following changes in transport and supplier costings.

Term 1	Term 2	Term 3	Term 4
<p>Toohey Forest EEC Excursion Cost: Approximately \$40</p>	<p>Creative Dance Cost: Approximately \$16</p> <p>Fire Safety Visit Incursion No cost</p> <p>Shake and Stir Incursion (Drama) Cost: Approximately \$10</p>	<p>Step Into History Incursion Cost: Approximately \$15</p> <p>Bravehearts Dito Show Cost: Approximately \$11</p> <p>NAIDOC Week Cultural Incursion approximately \$5.50</p> <p>Musica Viva Australia in School Cost: Approximately \$10.50</p>	<p>Health & Fire Safety Incursion Cost: Free</p>

2025 Other Expenses

Online Resources	Cost (per year – approximate)
Mathletics	\$25 per student
Readings Eggs	\$11 per student
Typing Tournament	\$5 per student
TOTAL	\$41