



Holland Park State School



2025 Year 1 Curriculum Overview

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	<p>Unit 1: Engaging with imaginative stories</p> <p>Students engage with a range of texts that depict characters, settings and events.</p> <p>Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They 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>Unit 2: Exploring and creating informative texts</p> <p>Students participate in shared reading, and viewing of authentic texts including non-fiction texts.</p> <p>Students explore how texts such as simple procedures are organised according to their purpose.</p> <p>For assessment, students:</p> <p>Students will read, view and comprehend a simple informative text. They will create an informative (procedure) text to report on a familiar topic.</p>	<p>Unit 3: 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>Unit 4: 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. These texts present new content about familiar topics of interest and topics from other learning areas. They may be comprised of literature from wide-ranging Australian and world authors.</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 50 Representing counting sequences Patterns Solving addition and subtraction problems <p>Statistics and Probability</p> <ul style="list-style-type: none"> Investigate data representation 	<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 	<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 	<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

	<ul style="list-style-type: none"> Interpreting and creating simple displays <p>Measurement and Space</p> <ul style="list-style-type: none"> Calendars and Time Days of the week Duration of time Location and position Describing direction and movement 	and grouping, using calculation strategies	and grouping, using calculation strategies	<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>Unit 1: Biological Science Survive and Thrive</p> <p>Students learn about the basic needs of plants and animals including humans. They apply this knowledge to design and build a physical or digital diorama of a plant or animal habitat.</p>	<p>Unit 2: Earth and Space Science Any Day Outdoors</p> <p>Students identify daily and seasonal changes and describe ways these changes affect their everyday life. They explore this concept through the context of planning for a picnic or an open-air school-related event.</p>	<p>Unit 3: Physical Sciences Light and Sound</p> <p>Students investigate objects and events to do with observing light, changing and producing sound.</p>	
Humanities and Social Sciences (HASS)	<p>Unit 1: What are Places Like and How Do People Use Places?</p> <p>Students investigate</p> <ul style="list-style-type: none"> What are Places Like? How Do People Use Places? What are the different features of places? How can we care for places? How can spaces within a place be rearranged to suit different purposes? 		<p>Unit 2: My Changing Life</p> <p>Students will study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to. identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</p>	
Health	<p>Unit 1: Good choices, healthy me</p> <p>Students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations.</p>		<p>Unit 2: A Little Independence</p> <p>Students will learn about the physical and social changes that occur as they grow. They will describe their personal strengths and achievements and discuss how these are acknowledged are celebrated. Students will identify similarities and differences, and recognise how diversity contributes to identities.</p>	

Physical Education	Students explore a range of large ball skills including bouncing, rolling, catching and throwing in a range of modified games and activities. They incorporate elements of effort, space, time, objects and people when performing simple movement sequences.	Students practice fundamental movement skills and apply them in a variety of movement situations. A range of gymnastics skills focusing on body positioning, rolling, balancing and jumping are performed.	Students perform in small ball manipulative activities focusing on the skills of rolling, bouncing, catching, throwing, target throwing and striking.	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 underwater activities to gain water confidence.
Technologies	Food and Fibre – Design technologies Students will describe the purpose of familiar products, services and environments. Students will investigate and describe the features and uses of food and fibre technologies and create designed solutions. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions.		Sequencing Steps – Digital Technologies Students will learn to follow, describe, and represent a sequence of steps and decisions (algorithms) necessary to solve simple problems. They will also gain an understanding of digital systems by conceptualizing and visualizing algorithms as a series of sequential steps using Book Creator. This process will help them develop their design skills and grasp how digital systems execute instructions.	
Languages - Japanese	Who's in my family? Students will use Japanese to communicate information about their families. They will also compare similarities and differences between ways of referring to family members.	What's in my lunch box? Students will discuss different eating practices and use language to describe children's lunches in Australia and Japan.	How do we celebrate special days? Students use language to investigate the ways in which children are celebrated through special days such as birthdays and traditional festivals in Japan and Australia.	A day out with my family Students use language to describe routines and cultural practices relating to family outings.
THE ARTS				
Music	Unit 1: - Sounds like I'm tuned in Students learn what it means to perform music with a group and be part of an ensemble. They build their listening and performance skills by participating in group musical experiences that encourages part work skills such as keeping a steady beat, balancing their sound and using their inner hearing.		Unit 2: Sounds like our community Students build on their known repertoire and make connections to the music they hear in their community. Students share their experiences with the class.	
Dance		Students participate in a dance enrichment program run by external dance instructors Creative Dance Industries (Not assessed)		

Drama	Unit 1: Ancient Anna Students create and perform a mime piece centred around the discovery of a time capsule and the exploration of objects from the past found within it.		Unit 2: Heroes’ Journey Students explore personal journeys and qualities of heroism through mime and freeze frames, connecting their experiences to the narrative of "Journey" by Aaron Becker	
Visual Arts	Students explore the representation of emotion in portraiture through experimentation with a range of materials and processes and responded to and created a visual artwork that shows emotion.			
ESTAS (Entrepreneurial, Sustainability, Technologies and Science)	Students will participate in design technologies lessons during ESAS		Students explore the three Rs of recycling: Reduce, Reuse and Recycle. Students use their inquiry skills to investigate the importance of recycling and communicate their ideas on how to reduce and reuse our waste. They inquire into recycling problems and generate ideas to encourage recycling.	
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

2025 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
Toohey Forest EEC Excursion Cost: Approximately \$40	Creative Dance Cost: Approximately \$15	Step Into History Incursion Cost: Approximately \$12 Bravehearts Dito Show Cost: Approximately \$11 Musica Viva Australia in Schools Cost: Approximately \$10.50 NAIDOC Week Cultural Incursion approximately \$5	Health & Fire Safety Incursion Cost: Free

2025 Other Expenses

Online Resources	Cost (per year)
Mathletics	\$23 per student
Readings Eggs	\$15 per student
Typing Tournament	\$2 per student
TOTAL	\$40
Religion Book (Optional)	 \$10