



CURRICULUM NEWSLETTER

Year 1

TERM 4 2025



This term in English:

Exploring and responding to imaginative texts: Throughout this unit, students will engage with a range of imaginative texts which depict characters, settings and events. They will continue to develop the knowledge and skills required to read, view and comprehend both decodable texts aligned with phonic development, as well as authentic texts including picture books and stories with a clear narrative structure. Through these texts, students will review narrative text elements including plot, character and settings, and also explore how different authors use language and visual features to build meaning. Students will also engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They will create texts using punctuated, simple sentences, high-frequency words, language features including noun and verb groups, topic-specific details and a small number of details. Students will continue to develop their handwriting skills, using unjoined upper -case and lower -case letters. They will also work towards correctly spelling most one- and two-syllable words with common letter patterns and common grammatical morphemes as well as high-frequency words.

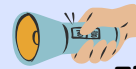
This term in Maths:

Number and Algebra: Across term 4, year 1 students will continue to develop their mathematical understanding and fluency in the strands of Number and Algebra. Students will connect their understanding of numbers to at least 120, by representing, partitioning and composing these in various ways. Students will engage in active learning experiences to solve practical problems, using physical or virtual materials, a variety of strategies and diagrams. They will work towards discussing the reasonableness of their answers when solving these. As well, students will use skip counting to count physical collections by 2s, 5s and 10s. Students will also explore pattern sequences, through recognising, continuing and creating patterns with numbers, symbols, shapes and objects.

This term in Science:

Exploring light and sound

This term, students will explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. Students will continue to develop their science inquiry skills through posing and responding to questions, making predictions and sorting and sharing their observations. Students will work towards representing and communicating their understandings in a variety of ways.



This term in HASS:

My changing world

Throughout Semester 2, students will investigate the inquiry question, *'What are the features of my local places and how have they changed?'* Students will explore familiar local places, such as the school, park, and shops, to identify and describe their natural, constructed, and managed features. They will learn how different groups, including Aboriginal and Torres Strait Islander peoples, describe weather and seasons. Students will create pictorial maps, use directional language, and collect data through observations to investigate and understand local places. They will also reflect on how places and their features can be cared for, fostering an appreciation for their local environment.

This term in our specialist areas:

Health - My safety, my responsibilities: Students will explore the social changes that happen as they grow older and learn how to take more responsibility for their own safety, including road safety. They will practise strategies to keep themselves safe in different situations and rehearse ways to ask for help when faced with a problem or challenge.

Arts - Special Connections (Visual Arts and Drama): Across Semester 1 in Arts, students will explore the work of Jimmy Pike, one of Australia's most famous artists. Students will participate in a range of art making, viewing, discussing and responding tasks with a focus on the three themes that are central to Jimmy Pike's work: energy, connection to country or place and colour. They will work through many elements of visual arts and drama to build on skills to create art inspired by Jimmy's art that represents something special to them.

Music - Different Places: In this unit, students will explore songs, rhymes, and chants inspired by places such as their local environment, faraway locations, and natural elements like weather and seasons. They will develop aural skills by imitating sounds, pitch, and rhythm through singing, movement, and body percussion. Students will create and perform their own music to represent these places and respond to music by reflecting on its meaning and purpose, including the music of Aboriginal and Torres Strait Islander peoples.

Technologies - Technologies and Gardens: Throughout the semester, students will explore how managed environments meet people's needs. They will design and safely use materials and tools to create a technology to meet a need or solve a problem in the Willows State School food production garden. Students will reflect on the success of their solution based on their personal preferences and using evaluation questions.

PE - Equipped to move: Students will develop their fundamental movement skills through activities using equipment such as hoops, balls, and rhythm ribbons. They will practise performing these skills both with and without equipment, creating simple movement sequences that combine different elements of movement.



CURRICULUM NEWSLETTER

Year 1 (1/2)

TERM 4 2025



This term in English:

Exploring and responding to imaginative texts: Throughout this unit, students will engage with a range of imaginative texts which depict characters, settings and events. They will continue to develop the knowledge and skills required to read, view and comprehend both decodable texts aligned with phonic development, as well as authentic texts including picture books and stories with a clear narrative structure. Through these texts, students will review narrative text elements including plot, character and settings, and also explore how different authors use language and visual features to build meaning.

Students will also engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They will create texts using punctuated, simple sentences, high-frequency words, language features including noun and verb groups, topic-specific details and a small number of details. Students will continue to develop their handwriting skills, using unjoined upper -case and lower -case letters. They will also work towards correctly spelling most one- and two-syllable words with common letter patterns and common grammatical morphemes as well as high-frequency words.

This term in Maths:

Number and Algebra:

Across term 4, year 1 students will continue to develop their mathematical understanding and fluency in the strands of Number and Algebra. Students will connect their understanding of numbers to at least 120, by representing, partitioning and composing these in various ways. Students will engage in active learning experiences to solve practical problems, using physical or virtual materials, a variety of strategies and diagrams. They will work towards discussing the reasonableness of their answers when solving these. As well, students will use skip counting to count physical collections by 2s, 5s and 10s. Students will also explore pattern sequences, through recognising, continuing and creating patterns with numbers, symbols, shapes and objects.

This term in Science:

Exploring light and sound

Students will participate in a guided investigation to design a sound instrument and then describe the effects of interacting with it. Students will develop their scientific understanding as they create and test an instrument, describing how it makes sound and explaining how a change can affect the sound the instrument makes. Students will also continue to develop their science inquiry skills as they pose a question and support their prediction with a reason. They will also work towards sharing their observations with others, using scientific language.



This term in HASS:

My changing world

Throughout this unit students will explore familiar local places, such as the school, park, and shops, to identify and describe their natural, constructed, and managed features. They will learn how different groups, including Aboriginal and Torres Strait Islander peoples, describe weather and seasons. Students will create pictorial maps, use directional language, and collect data through observations and interviews to investigate a local place. They will reflect on how places change, the activities that occur there, and ways to care for them, culminating in an assessment task focused on a local place.

This term in our specialist areas:

Health - My safety, my responsibilities: Students will explore the social changes that happen as they grow older and learn how to take more responsibility for their own safety, including road safety. They will practise strategies to keep themselves safe in different situations and rehearse ways to ask for help when faced with a problem or challenge.

Arts - Special Connections (Visual Arts and Drama): Students will continue to explore the work of Jimmy Pike, one of Australia's most famous artists. Students will participate in a range of art making, viewing, discussing and responding tasks with a focus on the three themes that are central to Jimmy Pike's work: energy, connection to country or place and colour. They will work through many elements of visual arts and drama to build on skills to create art inspired by Jimmy's art that represents something special to them.

Music - Different Places: In this unit, students will explore songs, rhymes, and chants inspired by places such as their local environment, faraway locations, and natural elements like weather and seasons. They will develop aural skills by imitating sounds, pitch, and rhythm through singing, movement, and body percussion. Students will create and perform their own music to represent these places and respond to music by reflecting on its meaning and purpose, including the music of Aboriginal and Torres Strait Islander peoples.

Technologies - Technologies and Gardens: Throughout the semester, students will explore how managed environments meet people's needs. They will design and safely use materials and tools to create a technology to meet a need or solve a problem in the Willows State School food production garden. Students will reflect on the success of their solution based on their personal preferences and using evaluation questions.

PE - Equipped to move: Students will develop their fundamental movement skills through activities using equipment such as hoops, balls, and rhythm ribbons. They will practise performing these skills both with and without equipment, creating simple movement sequences that combine different elements of movement.



CURRICULUM NEWSLETTER

Year 2 (1/2)

TERM 4 2025



This term in English:

Engaging with narrative texts: This term in English, students will explore a variety of narrative texts, to deepen their understanding of storytelling. These texts feature unusual events, engaging characters, and clear storylines, helping students build their knowledge of how narratives are structured, and the language features authors use to engage readers.

Students will practise reading and comprehending stories, developing their skills as independent readers. They will also examine how characters and events are used to present ideas, and they will identify language features that suit different purposes and audiences. In writing, students will create their own imaginative stories. They will learn to organise their ideas using narrative structure, write simple and compound sentences, and use descriptive language, including noun and verb groups and topic-specific vocabulary. These activities will encourage creativity while building essential literacy skills.

This term in Maths:

Number and Algebra: Students will order and represent numbers to at least 1000 and apply knowledge of place value to partition, rearrange and rename three-digit numbers in terms of their parts. They will extend their understanding by learning how to break apart and combine numbers in flexible ways, recognising how operations are connected and using part-part-whole reasoning to solve problems. Students will explore different types of patterns, such as those that increase or decrease by a constant amount, and practise finding missing elements in a sequence. They will use their knowledge of addition and subtraction to develop strategies for new and unfamiliar calculations. Students will strengthen their fluency with addition, subtraction facts within 20 and multiplication facts for twos.

This term in Science:

Exploring light and sound

Students will participate in a guided investigation to design a sound instrument and then describe the effects of interacting with it. Students will develop their scientific understanding as they explore, describe, create and compare objects that make sound and then explain the effect of a change. Students will also explore light sources and apply knowledge and understanding to modify the amount of light in different contexts. Students will also continue to develop their science inquiry skills as they pose and respond to questions, predict outcomes of investigations and record and represent observations while communicating in a variety of ways.



This term in HASS:

My changing world

Throughout this unit, students will explore how people are connected to their place and other places in Australia, Asia, and around the world. They will learn about the location of places on Earth, expressed through direction and scale, and investigate how connections are influenced by purpose, distance, and accessibility. Students will create maps with symbols to represent these connections and examine how people, including Aboriginal and Torres Strait Islander peoples, are linked to places. They will also reflect on why significant places should be preserved and how people can contribute to their preservation, culminating in an assessment task focused on these connections.

This term in our specialist areas:

Health - My safety, my responsibilities: Students will explore the social changes that happen as they grow older and learn how to take more responsibility for their own safety, including road safety. They will practise strategies to keep themselves safe in different situations and rehearse ways to ask for help when faced with a problem or challenge.

Arts - Special Connections (Visual Arts and Drama): Students will continue to explore the work of Jimmy Pike, one of Australia's most famous artists. Students will participate in a range of art making, viewing, discussing and responding tasks with a focus on the three themes that are central to Jimmy Pike's work: energy, connection to country or place and colour. They will work through many elements of visual arts and drama to build on skills to create art inspired by Jimmy's art that represents something special to them.

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Technologies - Technologies and Gardens: Throughout the semester, students will explore how managed environments meet people's needs. They will design and safely use materials and tools to create a technology to meet a need or solve a problem in the Willows State School food production garden. Students will reflect on the success of their solution based on their personal preferences and using evaluation questions.

PE - Equipped to move: Students will develop their fundamental movement skills through activities using equipment such as hoops, balls, and rhythm ribbons. They will practise performing these skills both with and without equipment, creating simple movement sequences that combine different elements of movement.