



THE GAP STATE SCHOOL CURRICULUM OVERVIEW Year 1 Term 3 2025



Science

Changes Around Me

In this unit students will:

- describe the observable features of a variety of landscapes and skies
- consider changes in the sky and landscape, and the impact of these changes on themselves and other living things
- represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.

English

Responding to a familiar text

In this unit, students will listen to, read and view a range of stories designed to entertain. They will create texts using language features including simple sentences, tricky words and a small number of details.

Reading groups and Initial Lit Storybook lessons

- Summarising
- Building vocabulary in context
- Predicting
- Making Connections
- Literal and inferential

Phonics/Spelling

- InitialLit
- Decoding
- Year 1 Australian Curriculum Spelling
- Tricky Words
- Spelling of common long vowels, digraphs and short vowels

Handwriting

- Letter formation development
- Year One red and blue lined writing books.

Mathematics

In this unit students will:

Number and Place Value –

- Partition 2 digit numbers
- Solve addition and subtraction problems to 20 and discuss the reasonableness in answers
- 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

Shape –

- recognise shapes and objects in the environment
- identify, describe and compare familiar two-dimensional shapes.
- identify, describe and compare geometric features of three-dimensional objects.

Humanities and Social Sciences

Geography: My Changing World

In this unit, students will:

- draw on field studies at the personal and local scale; including familiar places, e.g. the school, local park and local shops
- recognise that the features of places can be natural, managed or constructed
- identify and describe the natural, constructed and managed features of places
- examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places
- represent local places using pictorial maps and describe local places using the language of direction and location
- respond to questions to find out about the features of places, the activities that occur in places and the care of places
- collect and record geographical data and information, such as observations to investigate a local place
- reflect on learning to respond to questions about how places and their features can be cared for.

Technologies Specialist Teacher

Digital Technologies

In this unit, students will explain what they know about digital systems. Students will program a robot.

Social Skills Program

You Can Do It

- Organisation
- Confidence
- Persistence
- Resilience
- Getting Along.

Health and Physical Education

Physical Education *Specialist Teacher*

In this unit, students will refine their fundamental ball skills of catching and throwing; under arm, over arm, one handed shoulder pass and chest passing. They will use these skills to apply strategies for working co-operatively, and apply rules fairly in various modified ball sports.

Health *Specialist Teacher*

In this unit, students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.

The Arts

Music *Specialist Teacher*

In this unit, through singing, moving, creating, playing, listening, reading and writing, students practise known concepts of beat, rhythm, ta, titi, the comparatives and the pitch elements of so and mi.

Dance *Specialist Teacher*

In this unit, students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus.