



# THE GAP STATE SCHOOL CURRICULUM OVERVIEW

## YEAR 1

### Term 2 2026



#### Social Skills Program

##### You Can Do It

- Organisation
- Confidence
- Persistence
- Resilience
- Getting Along
  
- Structured games (teaching and practice)
- Recognise and identify emotions
- Expressing personal preference
- Understanding themselves as a learner
- Developing reflective practices
- Using calming strategies
- Problem solving strategies: SID and 5 steps

#### English

In this unit students will, engage with a range of informative texts. They will read, view and comprehend simple informative texts. Students will also create an informative text to report on a familiar topic.

##### Reading groups and Initial Lit Storybook lessons

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

##### Phonics/Spelling

- InitialLit Spelling aligned to Version 9 of the Australian Curriculum.
- Decoding
- Tricky Words

##### Handwriting

- Letter formation development aligned to Version 9 of the Australian Curriculum.

#### Maths

In this unit, students will develop their understandings of:

- **Number and place value** – partition one and two-digit numbers in different ways, solve problems involving addition and subtraction of numbers to 20 using calculation strategies, 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.
- **Skip counting** – partition collections into equal groups and skip count in twos, fives and tens to quantify collections to at least 120.
- **Length** – measuring and comparing lengths of objects, using comparative language, short, shortest, longer, longest.

#### Science: Biological Sciences

In this unit, students will make and record observations, using tables and graphic organisers when sorting plants and animals into groups, based on needs. They will explore how places meet the needs of the animals and plants living there.

Students will explore real-world examples of how people use knowledge of the needs of animals and plants, such as caring for pets, growing plants, supporting native animals and plants to meet their needs and protecting natural habitats. 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.

#### Humanities & Social Sciences

##### Families – Then and Now (Continued from Term 1)

In this unit, students will:

- develop knowledge and understanding about their own family histories and how family life has changed or stayed the same over time
- identify similarities and differences in family structures and compare the roles of family members in the past and present
- investigate and pose questions using sources such as photographs, stories, objects and maps, and interpret this information to identify continuity and change
- discuss perspectives related to people and events to explain their understandings
- build curiosity, imagination and problem-solving skills while strengthening their sense of identity and belonging.

#### The Arts

##### Music *Specialist Teacher*

In this unit, students will develop their understandings of music through songs and rhyme. They will discriminate between beat and rhythm and high and low sounds at a close interval.

#### Technologies:

##### Design Technology: Investigating & Defining (continued from Term 1)

In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a toy with moving parts.

#### HPE

##### *Specialist Teacher*

In this unit, students will develop the fundamental movement skills required to participate in track and field events. 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. They will identify ways to use their strengths and personal qualities to contribute to successful outcomes.