



# HILDER ROAD YEAR 1 Term 3 CURRICULUM OVERVIEW

EDUCATION IS LIFE

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| <b>English</b><br>Learners engage with texts that present topics or stories as procedures. They read decodable and authentic texts, such as picture books, short films, and information texts, to explore the structure, language, and visuals of simple procedures. Learners share ideas, retell or adapt procedures using topic-specific vocabulary, and express opinions with basic persuasive features. They create procedural texts through shared and independent writing and participate in discussions and short presentations.<br><br>For assessment, learners create a short-spoken text to recount a simple procedure. | <b>Mathematics</b><br>Learners build mathematical proficiency and positive attitudes by: <ul style="list-style-type: none"> <li>representing, partitioning, and composing numbers in various ways, extending beyond two digits</li> <li>solving practical problems using materials and diagrams (e.g. addition, subtraction to 20, sharing, grouping), and explaining strategies and answers</li> <li>classifying and identifying shapes and objects, and justifying reasoning</li> <li>making comparisons and beginning to use informal units to measure length, mass, capacity, and duration</li> <li>measuring length with informal units in everyday situations</li> </ul> | <b>Science</b><br><b>Earth and Space Sciences</b> <ul style="list-style-type: none"> <li>Learners observe daily and seasonal weather changes and pose questions about temperature, wind, rain, daylight and differences across Australia.</li> <li>They predict how these changes affect plants, humans and animals.</li> <li>Learners will sort and order data using drawings, calendars, photos or tables to track changes over time.</li> <li>They connect predictions and observations to real-life decisions, such as using weather forecasts or choosing appropriate clothing.</li> </ul>                                                                                                                       |
| <b>Humanities and Social Sciences (HASS)</b><br><br>Learners explore familiar local places such as their school, park, or shops. They identify natural, managed, and constructed features and investigate how people, including Aboriginal and Torres Strait Islander peoples, describe weather and seasons. Learners explore pictorial maps and use location language to investigate places, ask questions, gather data, and reflect on ways to care for the environment.                                                                                                                                                        | <b>The Arts (Specialist Teacher)</b><br><b>Dance</b><br>Learners make and respond to dance by exploring dance using seasons as stimulus.<br><br><b>Music</b><br>Learners explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed.                                                                                                                                                                                                                                                                                                                                                                             | <b>Health and Physical Education (Specialist Teacher)</b><br><b>Health</b><br>Learners recognise similarities and differences in individuals and groups and recognise how strengths and achievements contribute to identity. Learners identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.<br><br><b>Physical Education</b><br>Learners demonstrate dodging and running skills and test alternatives to evade others or objects in tagging games. Learners demonstrate strategies to work in groups and play fairly during tagging games. |
| <b>Technologies</b><br><b>Digital</b><br>Learners will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Library (Specialist Teacher)</b><br><br>Learners build language comprehension through shared and dialogic reading, exploring diverse texts across subjects. They develop a love of reading, fostering curiosity and enjoyment. A library bag is required for weekly borrowing.                                                                                                                                                                                                                                                                                                                                                                                              | <b>Special Events</b><br>School Assembly every Tuesday 2.20pm<br>NAIDOC Week – 14 <sup>th</sup> – 17 <sup>th</sup> July<br>Parent Teacher Interviews – Mon 20 <sup>th</sup> July and Wed 29 <sup>th</sup> July<br>School Musical – Sat 25 <sup>th</sup> and Sun 26 <sup>th</sup> July<br>EKKA Show Holiday 12 <sup>th</sup> August<br>HRSS Bush Dance – Saturday 22 <sup>nd</sup> August<br>Book Week Parade– Fri 28 <sup>th</sup> August<br>Father's Day Stall – Thursday 3 <sup>rd</sup><br>Student Free Day 4 <sup>th</sup> September<br>Last day of Term 3 – Friday 18 <sup>th</sup> of September                                                                                                                 |