

Year 1 Curriculum Map

Term 1, 2026



Information for Parents & Carers

English

Expressing Opinions about Procedures in Texts

Teaching and Learning: Students engage with a range of procedural texts. Through these texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations to practise speaking and listening skills.

Assessment: Students create and deliver a short, spoken text to share ideas on how to make breakfast. They recount how to make it, and express an opinion about why the class should make and eat their choice of breakfast.

Maths

Unit 1 – Number, Space & Statistics

Over the course of Term 1, students will learn about and may be assessed on the following concepts:

- **Number:** Using materials to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond two digits; Using curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others
- **Space:** Give directions and follow pathways to move the positions of people and objects to different locations
- **Statistics:** Using simple surveys to collect and sort data, based on a question of interest, such as colour of eyes; recognise that data can be represented in different ways such as objects, images, drawings, lists and symbols; compare and discuss data by identifying patterns.

Science

Biological Science

Teaching and Learning: In this unit, students will continue to explore as they identify and compare needs of individual plants and animals, such as air, water, food or shelter, recognising all plants and animals share some basic needs. They will begin to pose questions to explore simple patterns and relationships. Students follow safe procedures to investigate questions and will make and record observations, using provided tables or graphic organisers, to sort 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 (e.g. caring for pets, growing plants) to meet their needs and protecting natural habitats.

Technology

Grow, Grow, Grow

Teaching, Learning & Assessment: Students describe the purpose of familiar services and how they meet the needs of users, such as how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They identify features and uses of technologies for each of the prescribed technologies contexts. Students communicate design ideas for their designed services using modelling and simple drawings, and create designed solutions for each of the prescribed technologies contexts, with guidance.

Humanities and Social Sciences (HASS)

My changing life

Teaching and Learning: Students explore family structures and the roles of family members over time. They identify and describe important dates and changes in their own lives.

Assessment: Students identify, describe and sequence personal and family events, and describe continuities and changes in aspects of daily life over time.

The Arts

Poetry Alive

Teaching and Learning: In this unit, students make and respond to drama by exploring ways that ideas in poetry can be a stimulus (idea) for dramatic action.

Assessment: Students will devise, perform and respond to drama focusing on situations and ideas expressed in a chosen poem.

Health & Physical Education

PE – Playing with Balls

Teaching and Learning: In this unit, students will develop the object-control skills of rolling, catching, pat-bouncing and throwing through active participation in activities, games and movement challenges.

Assessment: Students send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges.

HEALTH – Good Choices, Healthy Me

Teaching and Learning: Students 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.

Assessment: Students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.