

To provide every child with opportunities to learn so they can grow to be independent, lifelong learners.



Year 1, Term 4, Curriculum Overview for Parents

Below is a summary of the learning that is expected to be taught this term. Coverage of all learning will be monitored and adjusted by teachers to reflect the 2024 cohort of student in this year level.

English			Mathematics				
<p>Reading Spine & Model Text Fiction and Non-Fiction reading books focusing on:</p> <ul style="list-style-type: none"> vocabulary development phonemic awareness phonics instruction fluency vocabulary & core knowledge listening comprehension <p>Decodable Texts</p> <ul style="list-style-type: none"> whole class – grapheme and word level Home Reading – four nights/week Paired Reading – 10 min partner and repeated reading three times/week 	<p>Phonics/Spelling</p> <ul style="list-style-type: none"> /air/ <-air-are-ear-ere-eir-ayer-ayor> /ue/ < ue ew u u-e > < ew > m/oo/n /ue/ /oy/ < oi oy > /ar/ < ar a al au > /o/ <o a> <a> /a o ae ar/ <p>Morphology</p> <ul style="list-style-type: none"> Prefixes - un/dis/under/mis Suffixes – s/es/ <p>Grammar</p> <ul style="list-style-type: none"> Verb tenses Spelling of affixes in words Sentence structures 	<p>Writing At Hocking Primary School, we use the Talk 4 writing program</p> <ul style="list-style-type: none"> Sentence Structure Story sequence – Opening/Build-up/Problem/Resolution/Ending Persuasive Describing settings <p>Poetry Free verse</p> <p>Fiction Narrative - Journey Tale</p> <p>Non-fiction Text Persuasive</p>	<p>Number and Algebra</p> <ul style="list-style-type: none"> Identifying the parts and total Addition / subtraction strategies Fact families Addition/subtraction facts Balance model for addition and subtraction Fractions Word problems Identifying one half and one quarter Chance events Representing data - tally charts / data displays/graphs 		<p>Measurement and Geometry</p> <ul style="list-style-type: none"> Volume using informal units Capacity using informal units Length using informal units Time- half past and on the hour- analogue and digital <p>Vocabulary</p> <ul style="list-style-type: none"> Analog / Digital / Half past Balance / equality / equal Fraction: Half/Quarter Word problems Difference Whole /total/ part Tally Might happen / Most likely / Will happen / Won't Happen/ Unlikely 		
HASS	Health and Physical Education		Science	Technologies		The Arts	
<p>Geography</p> <ul style="list-style-type: none"> Places and spaces Our community 	<p>Health</p> <p>Protective Behaviours</p> <ul style="list-style-type: none"> Body ownership Safety Emergency procedures Emergency role play situations. <p>Values - BRAVE:</p> <ul style="list-style-type: none"> Pursuit of personal Excellence. Individual Uniqueness Participation & Citizenship Respect Conservation 	<p>Physical</p> <p>Rope Skipping Fundamental movement skills involving the control of objects with body movement</p> <ul style="list-style-type: none"> jump hop skip run <p>Basic Invasion games Based on team work and cooperation such as; Flag belts Jail break</p>	<p>Unit: External Features of Living Things STRAND: Biological Sciences (Living World) <i>Biological Science addresses the Australian Curriculum Understanding of ACSSU017 Living things have a variety of external features.</i></p> <p>Unit Overview In this unit, the students observe the external features of living things. They describe the features of both animals and plants. They understand the reason why plants are classified as living things and record their observations. Students investigate how living things can be grouped according to their external features. This unit involves the students working scientifically and using scientific thinking.</p>	<p>Design</p> <ul style="list-style-type: none"> Semester 1 	<p>Digital</p> <ul style="list-style-type: none"> Internet safety Log on to school network Close all open apps on ipads (double click swipe up) Coding - Scratch Junior/ Code.org Save and retrieve work for reuse with assistance Control and double click a mouse Develop formatting in a doc and insert images with help 	<p>Music</p> <p><u>Skills pitch</u> (explore a limited pitch set) form (echo patterns, call and response) <u>Performance</u> Performance of own and others' music through singing and playing instruments. <u>Performance skills</u> (singing in tune, moving and playing classroom instruments with correct timing)</p>	<p>Visual</p> <p>Use of visual art elements and techniques, to create 2D and 3D artwork, that communicate an idea to an audience</p> <p>Display of artwork</p>



50 Gungurru Avenue HOCKING WA 6065
Tel: 62073150 - Fax: 9404 7502
<http://hockingsps.wa.edu.au>
hocking.ps@education.wa.edu.au

Dear Parents

On the reverse of this letter, you find a summary of the Curriculum that has been planned for this term by the teachers in your child's year level. The plan has been developed to facilitate the teaching and learning expectations mandated by the **School Curriculum and Standards Authority (SCSA) as outlines in the Western Australian Curriculum**

Western Australian Curriculum

The Pre-primary to Year 10 Western Australian curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which schools will use to plan student learning programs, assess student progress and report to parents. It aligns with, and contextualises the Australian curriculum to make it more suitable for Western Australian students and teachers in all the key areas of learning:

- ✓ English,
- ✓ Mathematics,
- ✓ Science,
- ✓ Humanities and Social Sciences,
- ✓ Health and Physical Education,
- ✓ Technologies,
- ✓ The Arts (Music and Visual Arts for HPS); and
- ✓ Languages (Indonesian for HPS)

For more information go to: <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser>

IMPORTANT:

Please be aware that teachers will adapt and modify the content and skills planned to accommodate the development of individual students, their class and the year level. Coverage of the curriculum, therefore, may be deferred or accelerated according to the needs of students. It is a planning goal that the curriculum for each year level is covered and that student will have many opportunities to learn the content and skills of their curriculum this year.

A new summary will be provided each term and will accommodate any curriculum content that has been deferred from the previous term.

Yours sincerely

Mike Wills

PRINCIPAL

11th October 2024

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