



# Curriculum Overview

Year 1 -Term 3, 2025

## Religion

### Prayer

This unit explores how God's family learn and pray together. People learn to love, respect and live good lives through their families. Students will identify what families teach each other and the ways that they show love and respect to one another. They will explain how Jesus taught about God's love through healing people, telling stories and speaking to people, especially the people that no one liked. Students will identify what Jesus taught people about prayer. Prayer is a special way for people to talk with God. People can pray on their own, with their families, with their friends and with God's family. Students will learn the different ways that people may pray and will also begin to explore the 'Our Father' as a way that God's family shows love and respect for God.

### Reconciliation

This unit explores choices. People make choices every day. Some choices are easy and some are more difficult to make. The choices people make can be loving or they can be the opposite and not show love. The students will recognise and give examples of choices that show love. One of Jesus's choices was to decide who would be his special friends, the Apostles. Prayer was very important to Jesus; to make this decision, Jesus prayed to God for help. People can follow the example of Jesus and ask God for help through prayer. The students will compose and share prayers that thank God and ask for help. When people make choices that show love as Jesus did, they become closer to God. Sometimes people make choices that do not show love. When people choose to act in ways that are not loving, they need to be sorry and ask for forgiveness. The students will explain how people can show they are truly sorry when they have acted in unloving ways.

## English

### Writing:

This term, students will continue 'Talk 4 Writing', focusing on procedure writing. The students will imitate, innovate, and apply independent application of a procedure, such as 'How to tame a Wild Thing'. In writing, students will write in the present tense, use imperative verbs and adverbs to begin each step, use topic words, use time conjunctions, and implement clear instructions within their procedures. Students will continue to use their creativity to construct illustrations which add to the meaning of their writing tasks.

### Reading:

The comprehension focus during reading sessions is inferring and summarising. Students will continue to develop phonemic awareness skills to read familiar words and decode unfamiliar words through the Heggerty program.

### Speaking and Listening:

Students will continue to practice taking turns during speaking and listening tasks, and develop their confidence to share ideas during whole class discussions. Students will continue to use eye contact, facial expression, body language, tone and volume to convey expression during a variety of oral representations and experiences.



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### Mathematics

This term in Year One Mathematics, students will explore a range of engaging topics aligned with the Western Australian Curriculum. They will learn to recognise and use Australian coins and notes, understanding their value and how money is used in everyday life. Students will also begin telling the time to the hour and half-hour using both digital and analogue clocks, while learning time-related language and daily sequences. In fractions, they will explore halves and quarters through hands-on activities using familiar objects. Directional language such as “left,” “right,” and “next to” will be introduced as students follow and give simple directions. The term will also include revision and extension of number and algebra, where students will count to 100 and beyond, explore addition and subtraction, and identify patterns. In measurement, students will compare and order objects by length, mass, and capacity using informal units, and learn about days, months, and seasons. These activities aim to make maths fun, practical, and meaningful for the students.

### Science

This term the Year 1 students will be exploring the 2025 National Science Week theme ‘Decoding the Universe’. Students will engage in activities to exploring the unknown with nature’s hidden language’. The focus will be in 'biomimicry' and how scientists and engineers have discovered all kinds of creative solutions to our planet's problems by imitating plants and animals.

The Year 1 students will be investigating the **minibeasts** that live in the Coolock Garden habitat. By observing the features and behaviour of small animals the students will begin to understand about the diversity of animal life around us. Through investigations, students will learn how animals move, feed and protect themselves.



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#### HaSS

##### Geography

This term in HaSS, the Year 1 students will focus on the strand 'Geography'. The children will identify different places and describe how they are used in their local community. They will categorise places into 'natural', 'managed' or 'constructed', and take note of the features of each place. The students will describe how the features of places can be cared for and changed over time. They will use skills, such as categorising, contributing to group discussions and using relevant terms.

#### Design and Technology

##### Food and Fibre Production

This term, students will learn about the plants and animals that help make the food we eat. They will discover what these living things need to grow and stay healthy.

The students will explore how milk comes from dairy cows and how it is transformed into delicious dairy products like cheese and yoghurt. Students will follow the journey from the farm to the shop and discover the people who help produce and sell these products.

##### Materials and Technologies Specialisations

Students will become little designers and builders! They will examine different materials, such as cardboard, plastic, and fabric. The students will learn how to select the best building materials. Using recycled materials, students will design and create a special shelter for a pet rock. Along the way, they'll:

- **Explore ideas** and think about what their shelter needs
- **Draw and describe** their design
- **Build safely** using tools and materials
- **Talk about** what they like about their creation
- **Work together** and share their steps with others



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### Arts

#### Visual Arts

This term in Visual Arts, the Year One students will focus on exploring and revising the elements of shape, colour, line, texture and space. They will complete activities by looking at, recreating, and comparing the artwork of different artists. They will continue to use a variety of materials to form artworks for a range of purposes. The children will respond to their artwork, detailing their feelings, and how they could improve their artwork.

#### Performing Arts

In Performing Arts in Term 3, Year 1 students will engage in an integrated Music and Drama program, with a focus on Drama in Semester 2. At the beginning of the term, they will focus on exploring their use of voice and movement to communicate ideas through games, songs and activities. The second half of the term will focus on students exploring improvisation and characterisation in drama and story telling. Students will then have opportunities to respond by identifying and describing their favourite aspects of different performances.

### Sport

This term in Year 1 Sport, students have been immersed in a range of team games designed to build teamwork, resilience, and a strong sense of sportsmanship. Each session encourages students to work together, follow rules, take turns, and support one another —both in victory and in challenge. Aligned with the Little Athletics framework, students have also begun preparing for our upcoming Athletics Carnival by practising events such as sprints, relays, and team-based field activities. It's been wonderful to see their enthusiasm grow as they develop confidence, cooperation, and pride in representing their class and school.

### Health

This term in Health, students will be learning about how to show kindness to others and ways they can help others feel good. They will identify the feelings they may get when they feel uncomfortable or unsafe and the trusted adults they can go to in these situations. Students will also explore healthy foods and recognise how food advertising can make it hard for them to eat healthy. They will be introduced to sustainability, with a focus on identifying different ways we can dispose of waste (e.g., rubbish tip, recycling). Students will also learn about digital safety, with a focus on identifying unsafe situations online and ways they can be kind and safe when online.