



| Year 1 Curriculum Area/Program (annual hours) | Focus | Time allocation (hours) | Term 1 | Term 2 | Term 3 | Term 4 |
|---|--|-------------------------|---|---|---|---|
| English 320 hours | Writing | 120 | Recount Poetry | Narrative Procedure | Explanation Persuasive | Report Narrative Response Poetry |
| | | | Handwriting Writer's notebook Dictation | Handwriting Writer's notebook Dictation | Handwriting Writer's notebook Dictation | Handwriting Writer's notebook Dictation |
| | Reading and Viewing | 125 | Activating, connecting and building Monitoring Comprehension Questioning Visualizing and inferring Determining importance in text Summarizing and synthesizing | Activating, connecting and building Monitoring Comprehension Questioning Visualizing and inferring Determining importance in text Summarizing and synthesizing | Activating, connecting and building Monitoring Comprehension Questioning Visualizing and inferring Determining importance in text Summarizing and synthesizing | Activating, connecting and building Monitoring Comprehension Questioning Visualizing and inferring Determining importance in text Summarizing and synthesizing |
| | Speaking and Listening | 25 | Language variation and change Language for interaction Expressing and developing ideas Phonics and word knowledge Literature and context Responding to literature Examining literature Interacting with others | Language variation and change Language for interaction Expressing and developing ideas Phonics and word knowledge Literature and context Responding to literature Examining literature Interacting with others | Language variation and change Language for interaction Expressing and developing ideas Phonics and word knowledge Literature and context Responding to literature Examining literature Interacting with others | Language variation and change Language for interaction Expressing and developing ideas Phonics and word knowledge Literature and context Responding to literature Examining literature Interacting with others |
| | Spelling | 25 | Phonemic awareness Phonemes Graphemes Rhyme Blends Word building Suffix | Phonemic awareness Phonemes Graphemes Rhyme Blends Word building Suffix | Phonemic awareness Phonemes Graphemes Rhyme Blends Word building Suffix Questions | Phonemic awareness Phonemes Graphemes Rhyme Blends Word building Suffix Homophones Compound Words |
| | Grammar | 25 | Initial sounds On set rhyme CVC words Rhyming words Alphabetical order | Initial sounds On set rhyme CVC words Sound manipulation Rhyming words Alphabetical order Dictionary skills Nouns | Initial sounds On set rhyme CVC words Alphabetical order Dictionary skills Nouns | Initial sounds On set rhyme |
| Mathematics 200 hours | Number and Algebra | 120 | Number Place Value Patterns & Algebra | Patterns & Algebra Addition Subtraction Place Value Fractions | Subtraction Place Value Money Fractions Division | Division Place Value Patterns & Algebra |
| | Measurement and Geometry | 45 | Length Location | Time Shape | Shape | Shape Time Mass Capacity Location |
| | Statistics and Probability | 35 | Data | Chance | Chance Data | Chance Data |
| Science 60 hours | Understanding, inquiry skills, human endeavour | 60 | | Chemical Science (Kitchen Science) | | Earth Science (Weather) |
| Physical Education/Sport 80 hours | Movement and activity Interpersonal development | 80 | Fundamental motor skills/games | Fundamental motor skills/games | Fundamental motor skills/games | Fundamental motor skills/games |

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| | | | Personal, Social and Community Health Movement and physical activity | Personal, Social and Community Health Movement and physical activity Aquatic Education | Personal, Social and Community Health Movement and physical activity | Personal, Social and Community Health Movement and physical activity | | | | |
| Art 60 hours | Visual | 60 | Focus on art elements | Focus on art elements | Focus on art elements | Focus on art elements | | | | |
| | Performing | | Boomwhackers/ Understanding dynamics/ Singing and dancing | Ukulele / Keyboard/ Singing and dancing | Ukulele/ Singing/ Reading and playing rhythms/ dancing | Treble clef notation/ singing/ concert practice/ dancing | | | | |
| Languages | Communicating | | Japanese greetings, counting and family | Geography with Japanese language | | | | | | |
| | Intercultural knowledge | | | | | | | | | |
| Health 20 hours | Health knowledge and promotion | 20 | Resilience,Rights and Respectful relationships program Play is the Way Resilience Project Diaries- GEM Restorative Practices Sport | Resilience,Rights and Respectful relationships program Play is the Way Resilience Project Diaries- GEM Restorative Practices Sport | Resilience,Rights and Respectful relationships program Play is the Way Resilience Project Diaries- GEM Restorative Practices Sport | Resilience,Rights and Respectful relationships program Play is the Way Resilience Project Diaries- GEM Restorative Practices Sport | | | | |
| | Building social relationships | | | | | | | | | |
| Integrated study 80 hours | | | Theme: My Family and Me | | Theme: My State Victoria | | | | | |
| | History | 40 | Sequence significant events about personal and family history to create a chronological narrative Identify perspectives about changes to daily life from people in the past or present | | Identify the content features of primary sources when describing the significance of people, places or events | | | | | |
| | Civics | | | | | | | | | |
| | Design and Technology | 10 | Visualise, generate, and communicate design ideas through describing, drawing and modelling | | Use materials, components, tools, equipment and techniques to produce designed solutions safely | | | | | |
| | Sustainability | 15 | Growing and eating healthy foods | | Designing and creating healthy meals | | | | | |
| | Digital Technologies | 15 | Identify and explore digital systems (hardware and software components) for a purpose | | Explore how people safely use common information systems to meet information, communication and recreation needs | | | | | |
| Co-curricular activities | | | Activity | Date (or week) | Activity | Date (or week) | Activity | Date (or week) | Activity | Date (or week) |
| | | | Easter Hat Parade Whole School Assembly | Week 11 Weeks 4 & 8 | ANZAC Assembly Swimming Whole School Assembly Jollybops Incursion | Week 1 Week 5 Weeks 4 & 8 Week 6 | Whole School Assembly Footy Day Book Week | Weeks 4 & 8 Week 10 Week 8 | Pevan & Sarah Excursion Melbourne Cup Day Whole School Assembly Transition Christmas Concert | Week 4 Week 6 Weeks 4 & 8 Weeks 7-10 Week 12 |
| Mandated assessments and monitoring | | | PM Benchmark Essential Assessment all areas general tests Assessed write Sound Waves diagnostic Maths continuum tracker EOI Inquiry pre and post tests | Week 5 Week 6 Week 7 Week 2 Week 11 Week 5 Weeks 1 & 11 | PM Benchmark Essential Assessment all areas general tests Assessed write Maths continuum tracker Inquiry pre and post tests | Week 8 Week 6 Week 6 Week 9 Weeks 1 & 9 | PM Benchmark Assessed write Maths continuum tracker Inquiry pre and post tests | Week 8 Week 7 Week 10 Weeks 1 & 10 | PM Benchmark Essential Assessment all areas general tests Assessed write Maths continuum tracker Inquiry pre and post tests | Week 8 Week 6 Week 6 Week 12 Weeks 1 & 12 |
| Intervention support assessments | | | Phonological Awareness Screening (PAST) Letter Sound Test (LeST) Castles and Colheart (CC2) Maths Online | Weeks 1 & 11 Weeks 1 & 11 Weeks 1 & 11 Weeks 1 & 11 | Phonological Awareness Screening (PAST) Letter Sound Test (LeST) Castles and Colheart (CC2) Maths Online | Weeks 1 & 9 Weeks 1 & 9 Weeks 1 & 9 Weeks 1 & 9 | Phonological Awareness Screening (PAST) Letter Sound Test (LeST) Castles and Colheart (CC2) Maths Online | Weeks 1 & 10 Weeks 1 & 10 Weeks 1 & 10 Weeks 1 & 10 | Phonological Awareness Screening (PAST) Letter Sound Test (LeST) Castles and Colheart (CC2) Maths Online | Weeks 1 & 12 Weeks 1 & 12 Weeks 1 & 12 Weeks 1 & 12 |