Ironside State School
Year 1 Curriculum overview 2026

LAs	Term 1	Term 2	Term 3	Term 4
English V9	**Engaging with imaginative stories** Students engage with a range of texts which depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences. Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.	**Examining, creating and sharing informative texts** Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts. Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences. Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.	**Term 4: Completing a novel study** Students engage with a range of texts which contain topics or story elements that can be presented as a procedure. They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts. Through 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 respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details. 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.	**Exploring and responding to imaginative texts** Students engage with a range of texts which depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure. Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning. Students engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details.
Mathematics V9	**Number, Space, Statistics** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities • use physical and virtual 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 • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others • use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations • use 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	**Number, Algebra, Measurement** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use physical and virtual materials to demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones • use skip counting to quantify physical collections • recognise patterns in numbers and extend knowledge of numbers beyond two digits • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events.	**Number, Space, Measurement** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • demonstrate that numbers can be represented, partitioned and composed in various ways (for example: partition collections into equal groups, skip count) and extend their knowledge of numbers beyond two digits • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers • use spatial features to classify shapes and objects and recognise shapes and objects in the environment and communicate reasoning (for example: explaining choices when ordering objects) • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning • measure the length of shapes and objects using uniform informal units in an everyday situation	**Number, Algebra** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • connect understanding of numbers to at least 120 by representing, partitioning and composing in various ways • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers • use skip counting to quantify physical collections initially by 2s, 5s, 10s • recognise repeated patterns in numbers, symbols and objects using physical and virtual materials.
Science V9	**Weather watch** Students continue to develop understanding of patterns by observing daily and seasonal changes in the environment. They continue to pose and answer questions while observing weather and seasonal changes, such as temperature changes, changing wind or rain conditions, how it snows or is hotter/colder in some parts of Australia and not others, and how it gets darker earlier or later in the day at different times of the year. They make predictions about how these changes affect plants (for example: changes in colour, leaf growth, flowering and fruiting), humans and other animals (for example: hibernation or migration). Students build on their ability to sort and order data, for example, by ordering images of seasonal changes across the year or using sequential drawings, calendars, digital photographs or provided tables and organisers to document weather and seasonal changes over time. Students learn to make connections between predictions, observations and real-life decision making by sharing how they have used science knowledge at home (for example: listening to or viewing weather forecasts or observing weather patterns when planning family events or outings or wearing appropriate clothing for the season).	**Caring for living things** Students continue to explore as they identify and compare the needs of individual plants and animals, such as air, water, food or shelter, and recognise that all plants and animals share some basic needs. Students begin to pose questions to explore simple patterns and relationships. They follow safe procedures to investigate questions. They make and record observations, using provided tables or graphic organisers when sorting plants and animals into groups, based on needs. They explore how places meet the needs of the animals and plants living there. Students explore real-world examples of how people use knowledge of the needs of animals and plants, such as caring for pets, growing plants, supporting native animals and plants to meet their needs and protecting natural habitats. Students use digital tools to collect information and create visual representations, such as models, to show relationships between the needs of living things and the places they live. They learn from engaging with the work of scientists how science helps us care for living things and the places in which they live.		**Push and Pull** Students build on understanding of how science involves observing, asking questions and representing patterns, as they investigate factors influencing ways that objects move, including push and pull force and surface characteristics. Students follow safe procedures and use digital tools as appropriate to answer questions, test their predictions and collect informal measurements of how far objects move when different pushing and pulling forces are applied. With guidance, students are supported to compare their predictions with observations and infer from their observations and measurements how push and pull forces start or stop the motion of different objects and/or change their shape or direction of travel. They represent push and pull forces (for example: using role-play, labels, arrows or time lapse drawings) and engage with ways of describing their representations using every day and scientific vocabulary. Students connect scientific knowledge of forces with real-world applications, such as creation of new toys and playground equipment, or design and use of different types of tools in the home and garden.

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<tr><td>HASS V8.4</td><td colspan="2">In this unit students will explore the following inquiry question:
How, when and why do people celebrate significant events in their lives and communities?
Through hands-on provocations and guided discussion, students build vocabulary about celebrations and significance, share prior knowledge, and generate questions. They gather information from a range of sources (including family and community perspectives) to explore what makes an event significant, the purposes of celebrations, and common ceremonial features. Students organise and represent their learning by sorting events on past/present timelines and placing events on calendars, noticing patterns such as regularity and change over time. Students compare celebrations from the past and present, consider different viewpoints, and reflect on how aspects of daily life have changed or stayed the same. The unit culminates with students applying their learning by designing an invitation to a significant event and/or proposing a new public holiday, demonstrating their understanding of significance, purpose and audience.</td><td colspan="2">In this unit students will explore the following inquiry question:
How do people use, change and care for places?
Students investigate places and their features at a local scale, building understanding of how places can change over time and how people use and care for them. They explore features of familiar places in the school environment, compare past and present photographs, identify changes, and represent places through labelled pictorial maps. Students extend this learning by investigating familiar and unfamiliar places, describing natural, managed and constructed features, explaining how places are used, and identifying why and how places need to be cared for by different people. They use observations, photographs, maps, simple data and everyday language to describe direction and location to communicate their understandings</td></tr>
<tr><td>Technologies V8.4</td><td></td><td><u>Design and Technologies</u>
Students investigate why people create invitations and how design choices help an invitation meet a purpose and suit an audience. They explore a range of invitations to identify key features (such as materials, size and layout), then generate and communicate a design idea through a labelled drawing. Students produce their invitation by following sequenced steps and using tools and materials safely, then evaluate the effectiveness of their designed solution by checking clarity, suitability for purpose, and suggesting improvements.</td><td colspan="2"><u>Digital Technology</u>
<u>What’s the buzz with Bee-Bots</u>
Students collect, manage and analyse familiar data through a class survey about favourite sandwich parts and fillings. They represent this data in simple ways, such as tally marks, tick charts, pictures or graphs, and use it to make decisions about the sandwich ingredients their group will choose. As they interpret the results, students begin to explain what the data shows, including identifying the most popular sandwich filling and justifying their choices.
Students then investigate and define the problem of how to create their sandwich in the correct order using a Bee-bot. They generate and design a sequence of steps to move the robot from the bread to each chosen filling, then produce and implement their plan by testing, refining and presenting their Bee-bot sequence. Students develop increasing confidence in collecting and displaying data, following and designing sequences of instructions, and creating simple digital solutions to solve a familiar problem.</td></tr>
<tr><td rowspan="3">The Arts V9</td><td></td><td><u>Media Arts</u>
Students explore how posters, flyers, and signs are used in their communities to share information and invite others to special events. They identify where they experience media arts, discuss their purpose, and examine how images, words, and layout are used to communicate messages.
Students plan and create their own invitation for a personal, special school or community event, combining text and images to suit the purpose and audience.</td><td><u>Dance</u>
Students explore how dance can express ideas about the seasons. They use body parts, body zones and body bases, along with locomotor movements, to represent seasonal changes through dance. Students explore space by moving at different levels and within personal space, and structure short dance sequences using the element of space (personal space and levels) They practise safe and expressive movement, share their dances in informal settings, and reflect on how people use dance in different places and contexts to express ideas and experiences.</td><td><u>Visual Arts</u>
Students will explore the elements of shape, space, and line through playful investigations inspired by the artworks of Joan Miró. They will view and discuss how artists use shapes and marks to suggest people, animals, objects, and ideas, and experiment with visual conventions and artmaking processes to create their own imaginative compositions.</td></tr>
<tr><td colspan="2"><u>Drama</u>
Students explore drama through traditional and cultural stories, including Dreamtime Stories, to understand how drama communicates feelings, ideas, and cultural knowledge. They identify where drama is experienced in their lives and communities, and question how and why people create drama in different contexts, including examples by First Nations Australians. By viewing and retelling stories from the past, students are introduced to the elements of drama — character, role, language, and movement — and explore how these convey meaning. Working collaboratively, they engage in dramatic play, improvisation, and characterisation, using simple costumes and props to enhance their storytelling, and share their performances with an audience.</td><td colspan="2"></td></tr>
<tr><td colspan="2"><u>Music</u>
Students explore how music can be performed in different ways by comparing sounds as loud/soft, fast/slow and high/low. They listen to and respond to music from the Classical and Romantic periods, building their ability to describe what they hear using simple musical language. Students develop listening and performing skills through singing simple songs within a limited pitch range, including songs composed and performed by First Nations Australians. Through informal class music-making, they explore the elements of music by singing and playing un-tuned percussion, learning to use safe voice and instrument practices. Across the unit, students practise distinguishing between singing and speaking voices, improve pitch accuracy, and develop understanding of the difference between beat and rhythm while singing and playing.</td><td colspan="2"><u>Music</u>
Students further develop their singing voices, strengthen their ability to keep the beat, and build confidence and creativity through collaborative music-making. They explore expressive contrasts by manipulating dynamics (loud/soft), tempo (fast/slow) and pitch (high/low), using correct comparative music terminology to describe and discuss their choices. Students begin composing and performing short pieces using the minor third (so–mi) and the rhythmic elements of crotchets and quavers (ta and ti-ti), recording ideas in simple graphic notation and sharing their compositions in informal class settings. Through listening and responding, students engage with music in a range of contexts, including works by First Nations Australians, identifying key musical elements and explaining what they notice. Across the unit, students deepen their understanding of beat, rhythm and pitch by applying these skills in both performance and composition while continuing to sing limited-range songs with increasing accuracy.</td></tr>
<tr><td rowspan="2">HPE V9</td><td><u>Physical education</u>
Swim and survive
Students develop essential water safety skills through swim and survive lessons. They learn how to enter and exit the pool safely, glide, submerge, and float while building confidence in the water. Through guided activities, students practise fundamental movement skills in different water-based situations, improving their coordination and control. They also participate in outdoor water activities, exploring how to move safely and effectively in pool environments. This unit promotes water confidence, safety awareness, and essential swimming skills to support lifelong water safety habits.</td><td><u>Physical education</u>
Athletics (Modified)
Through the continued development of fundamental skills, students participate in a range of different physical activities to explore the benefits of each and what they enjoy about them. They refine and extend locomotor skills such as running (track), leaping (high jump), jumping (modified long jump) and throwing (javelin - not assessed)</td><td><u>Physical education</u>
Gallop, skip, dodge, tag
Students are supported in increasing the range and complexity of their fundamental movement skills. They refine and extend skills learnt in Foundation to include locomotor skills such as skipping, galloping and dodging in tagging games, through participation in active play, small group games and minor games. They explore personal qualities and understand the importance of assertive behaviour to ensure interactions with others are respectful and safe. As these relationships are formed, students develop an understanding of reciprocal rights and responsibilities, and the ability to see things from other people's viewpoints.</td><td><u>Physical education</u>
Roll, stop, throw and catch
Students develop and refine object-control skills, including rolling, stopping, catching, and throwing, through games, activities, and movement challenges. They apply these skills in different movement situations, exploring how to control objects and move effectively in space. Through participation in varied physical activities, including natural and outdoor settings, students investigate different ways to manipulate objects and assess their effectiveness. They also co-construct and apply rules to promote fair play and work collaboratively to enhance teamwork and positive participation in physical activities.</td></tr>
<tr><td colspan="2">Health
We all belong
Students will explore how emotions affect themselves and others and learn strategies to develop respectful relationships. They will identify how different situations influence emotional responses and practise ways to express emotions appropriately. Through discussions and activities, students will demonstrate inclusive behaviours and explore strategies to help themselves and others feel a sense of belonging. They will also develop skills to build positive relationships, including showing empathy, managing emotions, and supporting others in social situations.</td><td colspan="2">Health
I am, you are, we are
Students explore how their personal qualities shape their own identity. They recognise and respect the similarities and differences with themselves and story characters.
Students recognise the link between achievements, personal qualities and how they feel. Through discussions and activities, students will describe their own and others’ qualities and understand how these contribute to developing identities. They will also practise protective behaviours and help-seeking strategies to keep themselves and others safe. Additionally, students will learn how to seek, give, or deny permission respectfully, promoting positive interactions and personal wellbeing.</td></tr>
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Languages V9	**Japanese** **Who's in my family?** Students learn how respect is shown in Japan as well as family names. Students practise hiragana to write family member words.	**Japanese** **What's in my lunchbox?** Students will discuss different eating practices and use language to describe children's lunches in Australia and Japan.	**Japanese** **What's the weather like today?** Students use language, including days of the week and weather-related vocabulary to create a simple weather report.	**Japanese** **A day out with my family** Students use language to describe routines and cultural practices relating to family outings.