Term 1 Curriculum Overview
Year 1

	Mathematics	Reading	Writing	Concept
Week 1 *Jan 31*	**First 15 Days of Mathematics** *Lesson Structures, Problem Solving, Warm Ups, Number Talks*	**First 15 Days of Reading** *Class Library, Choosing a Just Right Book, Independent Reading, Comprehension Strategies, Word Morphology, Fluency*	**First 15 Days of Writing** *Lesson Structure, Writers' Notebook, Writing Traits Exploration*	
Week 2 *Feb 5*				
Week 3 *Feb 12*				
Week 4 *Feb 19*	**Place Value**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Ideas** **Conventions: Grammar and Punctuation**	**Personal Feelings and Behaviour** **Enduring Understanding:** Personal feelings may influence the way people behave in different situations
Week 5 *Feb 26*	**Place Value** **Money**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Ideas** **Conventions - Grammar & Punctuation** **Conventions - Spelling**	
Week 6 *Mar 4*	**Place Value** **Money**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Ideas** **Conventions - Grammar & Punctuation** **Conventions - Spelling**	
Week 7 *Mar 11*	**Place Value** **Money**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Ideas** **Conventions - Grammar & Punctuation** **Conventions - Spelling**	
Week 8 *Mar 18*	**Place Value** **Data**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Ideas** **Conventions - Grammar & Punctuation** **Conventions - Spelling**	
Week 9 *Mar 25*	**Place Value** **Data**	**Decoding & MSV** **Comprehension** **Fluency** **Text Structure and Purpose**	**Ideas** **Conventions - Grammar & Punctuation** **Conventions - Spelling**	

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.
Where learning cycles are outlined to be completed is where post-testing is likely to occur.
Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 1 Curriculum Overview: Mathematics

Year 1

	Essential Learning	Learning Targets
Week 4-9	**Place Value** Students model, read, write, order and represent 2 digit numbers using their understanding of place value parts.	➔ I can use my place value knowledge to compare and order numbers to 100 ➔ I can model numbers up to 100 (materials) as tens and ones ➔ I can partition numbers to 100 into their place value parts ➔ I can explain that a count of one ten is the same as ten counts of one (renaming) ➔ I can write numerals up to 100
Week 5-7	**Money** Students identify the features of Australian coins and order them according to their value.	➔ I can order coins according to their value. ➔ I can recognise and name each of the Australian coins, and describe the identifiable features
Week 8-9	**Data** Students collect data, and represent and interpret different data displays.	➔ I can make statements that describe a data display ➔ I can represent my data by drawing or creating a simple display ➔ I can use a suitable method for collecting data ➔ I can choose a survey question that will gather appropriate responses

Term 1 Curriculum Overview: Reading

Year 1

	Essential Learning	Learning Targets
Week 4 - 9	**Decoding & MSV** I know the relationship between sounds and letters and I can use each of the 'Good Readers' skills to solve new words.	Using an 'at level' text I can: ➔ I can self correct if my reading doesn't look right, sound right or make sense. ➔ I can select the most effective strategies to read an unknown word. ➔ I can read blends by putting two letters together to make one sound ➔ I can read the first 200 Oxford High Frequency words within a text, without decoding strategies.
Week 4-9	**Fluency** I can identify and read word phrases as groups of words with fluency and confidence.	Reading a seen 'at level text', I can: ➔ read with expression. ➔ use punctuation to guide my reading. Eg full stops, commas, question marks, and exclamation marks. ➔ read like I am talking. ➔ read at an appropriate rate. ➔ read accurately, with some self corrections.
Week 4 - 9	**Comprehension** I can use comprehension strategies to build literal and inferred meaning. Predicting Visualising Connections Questioning	➔ I can use the front cover to make a reasonable prediction. ➔ I can connect what I read with my prior knowledge. (Text-self/text) ➔ I can visualise to help me understand what I read. ➔ I can find the answer to questions in a text. ➔ I can ask questions before, during and after reading a text. ➔ I can retell a known text in detail. ➔ I can discuss my personal preferences for texts.
Week 4 - 9	**Text Structure & Purpose** I can use my growing knowledge of context, text structure, purpose and language features to help me comprehend.	➔ I can explain when a text is a non-fiction/factual text because it may have: photos, facts, captions, subheadings, labelled diagrams, index, glossary, contents. ➔ I can explain when a text is fiction because: it tells a story, it may have characters, setting, problem, solution, fantasy. ➔ I can explain that different types of texts have different structures.

Term 1 Curriculum Overview: Writing
Year 1

	Essential Learning	Learning Targets
Weeks 4-9	**Conventions - Grammar & Punctuation:** The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.	➜ I can consistently write capital letters for some proper nouns (names of people and days of the week) ➜ I consistently mark the start of a sentence with a capital letter and the end of a sentence with a full stop. ➜ I can reread my writing to check for the correct use of capital letters and full stops, and some question marks and exclamation marks.
Weeks 4-9	**Ideas:** The piece's content – its central message and details that support that message	. ➜ I can describe the audience and purpose of my writing pieces ➜ I can convey a message using words and phrases, to inform. ➜ I can convey a message using words and phrases to entertain.
Weeks 5-9	**Conventions - Spelling:** The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	➜ I can use visual knowledge to correctly write a range of words from the hundred high-frequency words ➜ I can differentiate between short and long vowel sounds