



CURRICULUM overview

5/6

YEAR 6 TERM 1, 2026

Below is a summary of the Key Learning Areas that form the basis of your child's Term 1 Educational Program.

ENGLISH

ENGAGING WITH AND RESPONDING TO LITERATURE

Students engage with a variety of literary texts that support and extend them as independent readers. Texts may include novels, short stories, poems, songs and dramatic performances.

They read, view and comprehend past and contemporary literary texts, exploring how literary devices, for example, narrative structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect.

Through texts, students explore contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences may have on the meaning of texts and attitudes towards characters, actions and events.

Students use interaction skills and features of voice to share opinions and evaluate information about texts, using and varying language appropriate to the situation and audience. They engage in shared and independent writing to respond to literary texts, and use features of these texts as models to create their own work.

HEALTH AND PHYSICAL EDUCATION

STRENGTHENING IDENTITY AND BUILDING EMOTIONAL RESILIENCE

Students explore how different factors shape and influence their identities, roles and responsibilities. They understand that experiences of change and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions.

Through the use of reflective journals and scenarios, students examine how family, society, culture, and media shape their values, beliefs, and self-perception, including the influence of stereotypes. They demonstrate self-regulation skills and strategies to manage emotions and stress.

Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.

HUMANITIES AND SOCIAL SCIENCES

AUSTRALIA PAST AND PRESENT: DEVELOPING CITIZENSHIP IN AUSTRALIA

In this semester-long unit, students investigate the experiences of European explorers, convicts, settlers and Australia's first peoples; and the impact of colonisation, federation and migration on the lives of different groups of people in the past. They examine key people, events and values that shaped Australian society and its system of government and citizenship.

THE ARTS (VISUAL ARTS)

SAY IT WITH ART

Students explore recontextualisation of objects and non-traditional art materials to communicate ideas.

MATHEMATICS

NUMBER, SPACE, STATISTICS

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- expand the repertoire of numbers to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane
- build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers
- use combinations of transformations to create tessellating patterns
- conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings.

SCIENCE

CHEMICAL SCIENCES

Students explore changes during dissolving, change of state, cooking and rusting, and compare the substances produced during these changes with the original substances.

They refine their ability to pose questions that enable scientific investigation of relationships, such as between the amount of added heat energy, and whether a change is reversible or irreversible.

Students continue to develop their understanding and skills in planning safe experimental methods to test relationships, such as comparing ways of changing substances, and properties of substances before and after change. They collect and record observations and experimental data, using digital tools as appropriate, to establish criteria for categorising changes as reversible or irreversible.

As they conduct and report on experiments involving reversible or irreversible change, students learn how to identify strengths and weaknesses in practices, recognise errors in data collecting methods, discuss the effect of different variables on experiment outcomes, and select evidence to support reasoned conclusions.

Students engage with examples of how reversible and irreversible changes are used in sustainable practices, for example: to recycle materials or fuel for kerosene torches.

TECHNOLOGIES

DESIGN AND TECHNOLOGIES: ENGINEERING PRINCIPLES AND SYSTEMS - HANDS OFF!

Students investigate how electrical energy can control movement, sound or light in a designed product or system. They design a solution to an environment's security need and make a prototype electrical device that is part of the solution.

LANGUAGES (CHINESE)

Students explore the language and cultural practices related to greetings, self-introductions, leisure activities and families in China and Australia.



CURRICULUM overview

5/6

YEAR 5 TERM 1, 2026

Below is a summary of the Key Learning Areas that form the basis of your child's Term 1 Educational Program.

ENGLISH

APPRECIATING AND RESPONDING TO LITERARY TEXTS

Students engage with a variety of literary texts that support and extend them as independent readers. Texts include novels, poetry, dramatic performances and films, set in real world and imagined settings. They read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose. Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices. They compare texts narrated from a first person and third person point of view and discuss why an author might choose a particular point of view. Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features. They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings.

HEALTH AND PHYSICAL EDUCATION

STRENGTHENING IDENTITY AND BUILDING EMOTIONAL RESILIENCE

Students explore how different factors shape and influence their identities, roles and responsibilities. They understand that experiences of change and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions. Through the use of reflective journals and scenarios, students examine how family, society, culture, and media shape their values, beliefs, and self-perception, including the influence of stereotypes. They demonstrate self-regulation skills and strategies to manage emotions and stress. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.

HUMANITIES AND SOCIAL SCIENCES

AUSTRALIA PAST AND PRESENT: DEVELOPING CITIZENSHIP IN AUSTRALIA

In this semester-long unit, students investigate the experiences of European explorers, convicts, settlers and Australia's first peoples; and the impact of colonisation, federation and migration on the lives of different groups of people in the past. They examine key people, events and values that shaped Australian society and its system of government and citizenship.

THE ARTS (VISUAL ARTS)

SAY IT WITH ART

Students explore recontextualisation of objects and non-traditional art materials to communicate ideas.

MATHEMATICS

NUMBER, SPACE, STATISTICS

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- use a range of physical and virtual materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals
- use materials, diagrams or arrays to become efficient with multiplication facts
- locate and move positions within a grid coordinate system to pinpoint specific locations
- recognise what stays the same and what changes when shapes undergo transformations
- use physical materials and dynamic geometric software to perform transformations
- plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions.

SCIENCE

CHEMICAL SCIENCES

Students explore changes during dissolving, change of state, cooking and rusting, and compare the substances produced during these changes with the original substances. They refine their ability to pose questions that enable scientific investigation of relationships, such as between the amount of added heat energy, and whether a change is reversible or irreversible. Students continue to develop their understanding and skills in planning safe experimental methods to test relationships, such as comparing ways of changing substances, and properties of substances before and after change. They collect and record observations and experimental data, using digital tools as appropriate, to establish criteria for categorising changes as reversible or irreversible. As they conduct and report on experiments involving reversible or irreversible change, students learn how to identify strengths and weaknesses in practices, recognise errors in data collecting methods, discuss the effect of different variables on experiment outcomes, and select evidence to support reasoned conclusions. Students engage with examples of how reversible and irreversible changes are used in sustainable practices, for example: to recycle materials or fuel for kerosene torches.

TECHNOLOGIES

DESIGN AND TECHNOLOGIES: ENGINEERING PRINCIPLES AND SYSTEMS - HANDS OFF!

Students investigate how electrical energy can control movement, sound or light in a designed product or system. They design a solution to an environment's security need and make a prototype electrical device that is part of the solution.

LANGUAGES (CHINESE)

Students explore the language and cultural practices related to greetings, self-introductions, leisure activities and families in China and Australia.



CURRICULUM overview

4/5

YEAR 5 TERM 1, 2026

Below is a summary of the Key Learning Areas that form the basis of your child's Term 1 Educational Program.

ENGLISH

APPRECIATING AND RESPONDING TO LITERARY TEXTS

Students engage with a variety of literary texts that support and extend them as independent readers. Texts include novels, poetry, dramatic performances and films, set in real world and imagined settings. They read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose. Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices. They compare texts narrated from a first person and third person point of view and discuss why an author might choose a particular point of view. Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features. They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings.

HEALTH AND PHYSICAL EDUCATION

STRENGTHENING IDENTITY AND BUILDING EMOTIONAL RESILIENCE

Students explore how different factors shape and influence their identities, roles and responsibilities. They understand that experiences of change and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions. Through the use of reflective journals and scenarios, students examine how family, society, culture, and media shape their values, beliefs, and self-perception, including the influence of stereotypes. They demonstrate self-regulation skills and strategies to manage emotions and stress. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.

HUMANITIES AND SOCIAL SCIENCES

AUSTRALIA PAST AND PRESENT: DEVELOPING CITIZENSHIP IN AUSTRALIA

In this semester-long unit, students investigate the experiences of European explorers, convicts, settlers and Australia's first peoples; and the impact of colonisation, federation and migration on the lives of different groups of people in the past. They examine key people, events and values that shaped Australian society and its system of government and citizenship.

THE ARTS (VISUAL ARTS)

SAY IT WITH ART

Students explore recontextualisation of objects and non-traditional art materials to communicate ideas.

MATHEMATICS

NUMBER, SPACE, STATISTICS

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- use a range of physical and virtual materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals
- use materials, diagrams or arrays to become efficient with multiplication facts
- locate and move positions within a grid coordinate system to pinpoint specific locations
- recognise what stays the same and what changes when shapes undergo transformations
- use physical materials and dynamic geometric software to perform transformations
- plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions.

SCIENCE

CHEMICAL SCIENCES

Students examine natural and manufactured materials used in familiar objects, such as shoes, drink containers or backpacks, to describe the relationship between material properties and use. They investigate why some materials are used more frequently or combined for specific products, including how Aboriginal peoples or Torres Strait Islander peoples use and combine materials for different purposes. Students continue to understand the importance of fair methods for drawing conclusions as they use investigation scaffolds, tables, graphic organisers and/or digital tools to plan and conduct safe investigations of material properties. They begin to appreciate the value of making accurate formal measurements, using digital tools as appropriate, and comparing their findings with those of peers to identify factors that may have led to differences. Through experimentation, students consider how scientific understanding of material properties, functionality and sustainability can be used to address needs and solve problems, such as use and disposal of plastics.

TECHNOLOGIES

DESIGN AND TECHNOLOGIES: ENGINEERING PRINCIPLES AND SYSTEMS - PINBALL PARADISE

Students investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. They explore the role of people in engineering technology occupations and how they address factors that meet client needs.

LANGUAGES (CHINESE)

Students explore the language and cultural practices related to greetings, self-introductions, leisure activities and families in China and Australia.



CURRICULUM overview

4/5

YEAR 4 TERM 1, 2026

Below is a summary of the Key Learning Areas that form the basis of your child's Term 1 Educational Program.

ENGLISH

EXPLORING IMAGINATIVE TEXTS

Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning. They read, view and comprehend a range of imaginative texts which support and extend them as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances.

Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas.

They engage in shared and independent writing and/or learning experiences in response to imaginative texts. Students develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.

MATHEMATICS

NUMBER, SPACE, STATISTICS

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- build understanding of number facts, fractions and decimals to deepen an appreciation of how numbers work together
- use materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and pictures
- create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of locations of interest
- develop and use surveys and digital tools to generate data and conduct a statistical investigation.

HEALTH AND PHYSICAL EDUCATION

MANAGING CHANGES AND UNDERSTANDING INFLUENCES ON BEHAVIOURS

Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness, and describe how inclusion and stereotypes can influence decision making and actions.

Through context-specific and real-world experiences, students explore and describe self-regulation strategies to manage responses to physical, social and emotional changes and transitions.

SCIENCE

CHEMICAL SCIENCES

Students examine natural and manufactured materials used in familiar objects, such as shoes, drink containers or backpacks, to describe the relationship between material properties and use. They investigate why some materials are used more frequently or combined for specific products, including how Aboriginal peoples or Torres Strait Islander peoples use and combine materials for different purposes.

Students continue to understand the importance of fair methods for drawing conclusions as they use investigation scaffolds, tables, graphic organisers and/or digital tools to plan and conduct safe investigations of material properties. They begin to appreciate the value of making accurate formal measurements, using digital tools as appropriate, and comparing their findings with those of peers to identify factors that may have led to differences.

Through experimentation, students consider how scientific understanding of material properties, functionality and sustainability can be used to address needs and solve problems, such as use and disposal of plastics.

HUMANITIES AND SOCIAL SCIENCES

AUSTRALIA PAST AND PRESENT: DEVELOPING CITIZENSHIP IN AUSTRALIA

In this semester-long unit, students investigate the experiences of European explorers, convicts, settlers and Australia's first peoples; and the impact of colonisation, federation and migration on the lives of different groups of people in the past. They examine key people, events and values that shaped Australian society and its system of government and citizenship.

THE ARTS (VISUAL ARTS)

SAY IT WITH ART

Students explore recontextualisation of objects and non-traditional art materials to communicate ideas.

TECHNOLOGIES

DESIGN AND TECHNOLOGIES: ENGINEERING PRINCIPLES AND SYSTEMS - PINBALL PARADISE

Students investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. They explore the role of people in engineering technology occupations and how they address factors that meet client needs.

LANGUAGES (CHINESE)

Students explore the language and cultural practices related to greetings, self-introductions, leisure activities and families in China and Australia.



CURRICULUM overview

3/4

YEAR 4 TERM 1, 2026

Below is a summary of the Key Learning Areas that form the basis of your child's Term 1 Educational Program.

ENGLISH

EXPLORING IMAGINATIVE TEXTS

Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning. They read, view and comprehend a range of imaginative texts which support and extend them as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances.

Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas.

They engage in shared and independent writing and/or learning experiences in response to imaginative texts. Students develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.

HEALTH AND PHYSICAL EDUCATION

MANAGING CHANGES AND UNDERSTANDING INFLUENCES ON BEHAVIOURS

Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness, and describe how inclusion and stereotypes can influence decision making and actions.

Through context-specific and real-world experiences, students explore and describe self-regulation strategies to manage responses to physical, social and emotional changes and transitions.

HUMANITIES AND SOCIAL SCIENCES

AUSTRALIA PAST AND PRESENT

In this semester-long unit, students investigate the experiences of European explorers, convicts, settlers and Australia's first peoples; and the impact of colonisation, federation and migration on the lives of different groups of people in the past. They examine key people, events and values that shaped Australian society and its system of government and citizenship.

THE ARTS (VISUAL ARTS)

PATTERNS IN THE PLAYGROUND

Students explore the pattern, texture and shape of their local environment. They make, display and discuss their own and others' artworks.

MATHEMATICS

NUMBER, SPACE, STATISTICS

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- build understanding of number facts, fractions and decimals to deepen an appreciation of how numbers work together
- use materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and pictures
- create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of locations of interest
- develop and use surveys and digital tools to generate data and conduct a statistical investigation.

SCIENCE

CHEMICAL SCIENCES

Students examine natural and manufactured materials used in familiar objects, such as shoes, drink containers or backpacks, to describe the relationship between material properties and use. They investigate why some materials are used more frequently or combined for specific products, including how Aboriginal peoples or Torres Strait Islander peoples use and combine materials for different purposes.

Students continue to understand the importance of fair methods for drawing conclusions as they use investigation scaffolds, tables, graphic organisers and/or digital tools to plan and conduct safe investigations of material properties. They begin to appreciate the value of making accurate formal measurements, using digital tools as appropriate, and comparing their findings with those of peers to identify factors that may have led to differences.

Through experimentation, students consider how scientific understanding of material properties, functionality and sustainability can be used to address needs and solve problems, such as use and disposal of plastics.

TECHNOLOGIES

DESIGN AND TECHNOLOGIES: ENGINEERING PRINCIPLES AND SYSTEMS - PINBALL PARADISE

Students investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used.

They explore the role of people in engineering technology occupations and how they address factors that meet client needs.



CURRICULUM overview

3/4

YEAR 3 TERM 1, 2026

Below is a summary of the Key Learning Areas that form the basis of your child's Term 1 Educational Program.

ENGLISH

EXAMINING IMAGINATIVE TEXTS

Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text.

They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances.

Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning.

They engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models.

Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.

HEALTH AND PHYSICAL EDUCATION

MANAGING CHANGES AND UNDERSTANDING INFLUENCES ON BEHAVIOURS

Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness, and describe how inclusion and stereotypes can influence decision making and actions.

Through context-specific and real-world experiences, students explore and describe self-regulation strategies to manage responses to physical, social and emotional changes and transitions.

HUMANITIES AND SOCIAL SCIENCES

AUSTRALIA PAST AND PRESENT

In this semester-long unit, students investigate the experiences of European explorers, convicts, settlers and Australia's first peoples; and the impact of colonisation, federation and migration on the lives of different groups of people in the past. They examine key people, events and values that shaped Australian society and its system of government and citizenship.

THE ARTS (VISUAL ARTS)

PATTERNS IN THE PLAYGROUND

Students explore the pattern, texture and shape of their local environment. They make, display and discuss their own and others' artworks.

MATHEMATICS

NUMBER, ALGEBRA, SPACE, STATISTICS

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficiencies
- manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system
- develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practice
- explore maps and determine key features of familiar spaces and use these when creating spatial representations
- undertake a statistical investigation that is meaningful, allowing decision making about the use and representation of data and communicate findings.

SCIENCE

CHEMICAL SCIENCES

Students examine natural and manufactured materials used in familiar objects, such as shoes, drink containers or backpacks, to describe the relationship between material properties and use. They investigate why some materials are used more frequently or combined for specific products, including how Aboriginal peoples or Torres Strait Islander peoples use and combine materials for different purposes.

Students continue to understand the importance of fair methods for drawing conclusions as they use investigation scaffolds, tables, graphic organisers and/or digital tools to plan and conduct safe investigations of material properties. They begin to appreciate the value of making accurate formal measurements, using digital tools as appropriate, and comparing their findings with those of peers to identify factors that may have led to differences.

Through experimentation, students consider how scientific understanding of material properties, functionality and sustainability can be used to address needs and solve problems, such as use and disposal of plastics.

TECHNOLOGIES

DESIGN AND TECHNOLOGIES: ENGINEERING PRINCIPLES AND SYSTEMS - PINBALL PARADISE

Students investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used.

They explore the role of people in engineering technology occupations and how they address factors that meet client needs.



CURRICULUM overview

1/2

YEAR 2 TERM 1, 2026

Below is a summary of the Key Learning Areas that form the basis of your child's Term 1 Educational Program.

ENGLISH

SHARING IDEAS AND RESPONDING TO IMAGINATIVE TEXTS

Students engage with a range of imaginative texts which use language in different ways to present characters and settings. They read, view and comprehend imaginative texts, including simple texts that support their transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry.

Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue.

They engage in shared and independent writing and/or learning experiences in response to learning and texts. Students use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. They use language for appreciating and responding to texts.

HEALTH AND PHYSICAL EDUCATION

UNDERSTANDING THE DEVELOPMENT OF SELF AND EMOTIONAL RESPONSES

Students explore personal qualities and investigate factors that influence and shape their identities.

They develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others.

They identify ways to use their strengths and personal qualities to contribute to successful outcomes.

Through story-telling, exploration and active play, students practise skills and strategies to manage emotions and develop respectful relationships.

HUMANITIES AND SOCIAL SCIENCES

AUSTRALIA PAST AND PRESENT: TECHNOLOGY OVER TIME AND IMPORTANT PLACES

In this semester-long unit, students investigate their personal history, including their own family backgrounds and relationships, and present stories about personal and family events from the past. They investigate a person, site or event of significance in their local community. Students explore how changes in technology have shaped daily life.

THE ARTS (VISUAL ARTS)

NEW STORIES

Students create new stories in artworks by collaging characters, objects and landscapes from different artworks.

MATHEMATICS

NUMBER, SPACE, STATISTICS

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems
- locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways
- build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models.

SCIENCE

CHEMICAL SCIENCES

Students manipulate materials, exploring effects of different actions, including bending, twisting, stretching and breaking into smaller pieces. They build on their understanding of properties of materials, using before and after observations to recognise that those properties stay the same when a material is physically changed.

Students investigate physically changing materials to suit purposes, asking questions such as: 'What material best suits a specific purpose and why?' or 'How can different materials be physically changed in similar ways?' They engage with ways Aboriginal peoples and Torres Strait Islander peoples physically change natural materials, such as to make bowls, baskets and various fibre crafts.

Through guided discussion, students begin to engage with procedures for safe tests and fair ways to measure something, for example, to compare the effects of pulling a material with different strengths. Students represent, using digital tools as appropriate, ways a material can be physically changed, for example: creating a collage or wallpaper with images and action words.

TECHNOLOGIES

DESIGN AND TECHNOLOGIES: MATERIALS AND TECHNOLOGIES SPECIALISATIONS

- IT'S SHOWTIME!

Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show.



CURRICULUM overview

1/2

YEAR 1 TERM 1, 2026

Below is a summary of the Key Learning Areas that form the basis of your child's Term 1 Educational Program.

ENGLISH

ENGAGING WITH IMAGINATIVE STORIES

Students engage with a range of texts that 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.

HEALTH AND PHYSICAL EDUCATION

UNDERSTANDING THE DEVELOPMENT OF SELF AND EMOTIONAL RESPONSES

Students explore personal qualities and investigate factors that influence and shape their identities.

They develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others.

They identify ways to use their strengths and personal qualities to contribute to successful outcomes.

Through story-telling, exploration and active play, students practise skills and strategies to manage emotions and develop respectful relationships.

HUMANITIES AND SOCIAL SCIENCES

AUSTRALIA PAST AND PRESENT: TECHNOLOGY OVER TIME AND IMPORTANT PLACES

In this semester-long unit, students investigate their personal history, including their own family backgrounds and relationships, and present stories about personal and family events from the past. They investigate a person, site or event of significance in their local community. Students explore how changes in technology have shaped daily life.

THE ARTS (VISUAL ARTS)

NEW STORIES

Students create new stories in artworks by collaging characters, objects and landscapes from different artworks.

MATHEMATICS

NUMBER, ALGEBRA, 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.

SCIENCE

CHEMICAL SCIENCES

Students manipulate materials, exploring effects of different actions, including bending, twisting, stretching and breaking into smaller pieces. They build on their understanding of properties of materials, using before and after observations to recognise that those properties stay the same when a material is physically changed.

Students investigate physically changing materials to suit purposes, asking questions such as: 'What material best suits a specific purpose and why?' or 'How can different materials be physically changed in similar ways?' They engage with ways Aboriginal peoples and Torres Strait Islander peoples physically change natural materials, such as to make bowls, baskets and various fibre crafts.

Through guided discussion, students begin to engage with procedures for safe tests and fair ways to measure something, for example, to compare the effects of pulling a material with different strengths. Students represent, using digital tools as appropriate, ways a material can be physically changed, for example: creating a collage or wallpaper with images and action words.

TECHNOLOGIES

DESIGN AND TECHNOLOGIES: MATERIALS AND TECHNOLOGIES SPECIALISATIONS

- IT'S SHOWTIME!

Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show.



CURRICULUM overview

P/1

YEAR 1 TERM 1, 2026

Below is a summary of the Key Learning Areas that form the basis of your child's Term 1 Educational Program.

ENGLISH

ENGAGING WITH IMAGINATIVE STORIES

Students engage with a range of texts that 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.

HEALTH AND PHYSICAL EDUCATION

UNDERSTANDING THE DEVELOPMENT OF SELF AND EMOTIONAL RESPONSES

Students explore personal qualities and investigate factors that influence and shape their identities.

They develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others.

They identify ways to use their strengths and personal qualities to contribute to successful outcomes.

Through story-telling, exploration and active play, students practise skills and strategies to manage emotions and develop respectful relationships.

HUMANITIES AND SOCIAL SCIENCES

AUSTRALIA PAST AND PRESENT: TECHNOLOGY OVER TIME AND IMPORTANT PLACES

In this semester-long unit, students investigate their personal history, including their own family backgrounds and relationships, and present stories about personal and family events from the past. They investigate a person, site or event of significance in their local community. Students explore how changes in technology have shaped daily life.

THE ARTS (VISUAL ARTS)

NEW STORIES

Students create new stories in artworks by collaging characters, objects and landscapes from different artworks.

MATHEMATICS

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.

SCIENCE

CHEMICAL SCIENCES

Students manipulate materials, exploring effects of different actions, including bending, twisting, stretching and breaking into smaller pieces. They build on their understanding of properties of materials, using before and after observations to recognise that those properties stay the same when a material is physically changed.

Students investigate physically changing materials to suit purposes, asking questions such as: 'What material best suits a specific purpose and why?' or 'How can different materials be physically changed in similar ways?' They engage with ways Aboriginal peoples and Torres Strait Islander peoples physically change natural materials, such as to make bowls, baskets and various fibre crafts.

Through guided discussion, students begin to engage with procedures for safe tests and fair ways to measure something, for example, to compare the effects of pulling a material with different strengths. Students represent, using digital tools as appropriate, ways a material can be physically changed, for example: creating a collage or wallpaper with images and action words.

TECHNOLOGIES

DESIGN AND TECHNOLOGIES: MATERIALS AND TECHNOLOGIES SPECIALISATIONS

- IT'S SHOWTIME!

Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show.



CURRICULUM overview

P/1

PREP TERM 1, 2026

Below is a summary of the Key Learning Areas that form the basis of your child's Term 1 Educational Program.

ENGLISH

SHARING THOUGHTS AND FEELINGS

Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, various types of stories, rhyming verse and poems. Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes. Students engage in shared and independent writing and/or learning experiences to create short texts for example: pictorial representations, short statements, performances and short recounts, to retell, interact and share ideas about stories and express their preferences for characters and texts.

MATHEMATICS

NUMBER, ALGEBRA, SPACE, STATISTICS

Students develop proficiency and positive dispositions towards mathematics and its use as they:

- use physical and virtual materials to look for and make connections between number names, numerals and quantities
- learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts
- develop a sense of sameness, difference and change when engaging in play-based activities about patterns
- develop a sense of sameness, difference and change when engaging in play-based activities describing position and location
- bring mathematical meaning to the use of familiar terms and language when they pose and respond to questions, and explain their thinking and reasoning
- explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data.

HEALTH AND PHYSICAL EDUCATION

EXPLORING IDENTITY AND EMOTIONS

Students explore their identity by investigating who they are and the people in the world around them. They describe the different emotions that people experience. Through exploration, play and minor games, students recognise that they experience a range of emotions in different situations and develop an awareness of how individuals can have similarities and differences. Students practise personal and social skills to interact respectfully with others and develop self-regulation skills through exploration and active play.

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