



Richmond State School

Deeds Not Words

Year 1, Term 3 2025 Curriculum Overview

English

Students will explore imaginative, informative and persuasive texts that connect to familiar experiences and classroom topics. They will learn how authors use language and structure to express opinions and share information. Students will expand their vocabulary, identify key ideas, and give simple reasons for their opinions. They will create a persuasive text to express a personal point of view with supporting detail.

Key Concepts & Vocabulary: like, dislike, opinion, sentence, idea, think, believe, because, feelings, reason, text structure, nouns, verbs, adjectives, noun groups, verb groups

Mathematics

Students will explore important maths concepts through hands-on activities, games and real-life problems. They will learn to solve simple addition and subtraction problems by using objects, drawings and mental strategies. Students will practise sharing and grouping items into equal sets to build early division and multiplication skills. Students will measure and compare the length, capacity and mass of different objects using informal tools like blocks, paper clips or marbles. They will explore 2D and 3D shapes, learning how to describe, sort and classify them based on features like edges, corners, and faces.

Key Concepts & Vocabulary: addition, subtraction, equal groups, equal sharing, multiplication, division, equal, length, mass, capacity, comparing, 2D shape, 3D shape, measure, properties, sort

Science

Students will explore the amazing ways that animals and plants are suited to where they live. They will look closely at the external features of living things (like fur, feathers, claws or leaves) and think about how these features help them survive in different places, such as deserts, rainforests, oceans, or backyards. Students will learn that all living things need food, water, oxygen, shelter, and sunlight, and they will investigate how different environments meet these needs. They will also look at the differences between healthy and unhealthy habitats, and what might happen when environments change. Through simple investigations and class discussions, students will suggest ways we can care for living things and help make their habitats better.

Key Concepts & Vocabulary: living things, external features, habitat, environment, needs, survive, shelter, healthy habitat, unhealthy habitat, change, observe, protect, care

Digital Technologies

This term, students will be learning about Digital Technologies through fun, hands-on activities and by using technology in other subjects. They will explore how digital tools like computers and tablets are used in everyday life and learn to collect and organise simple data to share their ideas in creative ways. Students will also begin learning how to give simple instructions, known as algorithms, to solve problems. Along the way, they'll build thinking skills by recognising patterns and planning steps to complete tasks. They'll work both independently and with others to create and share their ideas safely online with people they know, helping them build confidence in using technology for learning and communication.

Key Concepts & Vocabulary: digital systems, computers, tablets, data, algorithms, computational thinking, patterns, safe online behaviour, technology, sort, sequence, information, digital, create, problem-solving

HASS (Humanities and Social Sciences)

Students will be exploring the natural, constructed and managed features of familiar places at a local scale. They will be investigating how to care for particular places around the school and in Richmond. Students will be gathering information by making observations and recording it in different ways. Additionally, students will be constructing detailed maps and labelling the key features.

Key Concepts & Vocabulary: natural, constructed, local, managed, scale, map, feature, labelled diagram



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Health and Physical Education

In Health this term students are exploring similarities and difference between individuals and recognising how strengths contribute to our identity. Students will identify emotions people experience and their emotional responses to situations. They will explore ways to positively interact with others and practise how to include others in a variety of situations.

In PE this term students will learn and preform movement skills including two-hand catching & throwing, soccer dribbling and basketball dribbling. They will test their skills in various movement challenges. Students will practise their social skills and working with others. They will explore their feelings and how their heart rate reacts to various physical movement activities.

Key Concepts & Vocabulary: similarities, differences, strengths, identity, emotions, emotional response, interact, fundamental movement skills, social skills, feelings, heart rate

Music

In this unit, students explore how and why people from different cultures make and enjoy music. They take part in fun, hands-on activities like listening, moving to music, and talking about what they hear. Students will learn about rhythm, melody, form, and mood, and respond to music from around the world, including music by First Nations Australians. They will also begin to describe music using everyday words as well as some musical terms.

Key Concepts & Vocabulary: culture, expression, identity, musical elements, rhythm, melody, form, mood, beat, tempo, dynamics, pitch, repetition, contrast, tone colour



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Year 1, Term 3 2025 Assessment Calendar

English Teacher: Hayley Ybema Contact: hybem0@eq.edu.au	Assessment Name: Express an opinion Assessment technique: Written, extended response Due date: Weeks 8 & 9	
Mathematics Teacher: Hayley Ybema Contact: hybem0@eq.edu.au	Assessment name: Using mathematical modelling to solve practical problems Assessment technique: Project Due date: Weeks 8 & 9	Assessment name: Measuring, comparing and classifying shapes and objects Assessment technique: Observed demonstration Due date: Weeks 8 & 9
Science Teacher: Hayley Ybema Contact: hybem0@eq.edu.au	Assessment name: Describing a Habitat Assessment technique: Short response Due date: Weeks 8 & 9	
HASS Teacher: Hayley Ybema Contact: hybem0@eq.edu.au	Assessment name: Caring for Places Assessment technique: Interview, Short response Due date: Week 7 and across multiple lessons during Semester 2	
Digital Technologies Teacher: Amy Jeffery Contact: aerya1@eq.edu.au	Assessment name: Exploring digital systems and their purpose Assessment technique: Written, observed response Due date: Week 5	Assessment name: Collecting and understanding data Assessment technique: Observation Due date: Weeks 8 & 9
Health and Physical Education Teacher: Jaimee Baartz Contact: jbaar16@eq.edu.au	Assessment name: We all Belong Assessment technique: Collection of work Due date: Weeks 6 - 9	Assessment name: I'm a 'ball'iever Assessment technique: Practical observation Due date: Weeks 8 & 9
Music Teacher: Amy Jeffery Contact: aerya1@eq.edu.au	Assessment name: How does music make me feel? Assessment technique: Observation of movement Due date: Week 3	Assessment name: Responding to music Assessment technique: Mixed media Due date: Week 10