

Year 1 Curriculum Update

Term 1, 2026



This update will be sent home to let you know what is happening in the Year 1 classes this term and to let you know how you can support your child at home.

Literacy

In Literacy this term, students will explore a range of rich texts, building reading, writing and speaking skills while learning about important themes and ideas.

Texts we will explore include:

- A Year on Our Farm – an informative and descriptive sequential text.
- Ask Aunty: Seasons – learning about Indigenous Seasons and Connection to Country.
- Aesop's Fables – Poetry and imaginative texts.

Students will:

- Build comprehension and vocabulary.
- Talk about characters, settings and ideas.
- Write informative texts and creative stories.

PhOrMeS (Phonics and Spelling)

In Phonics and Spelling we are continuing with the PhOrMeS curriculum. The focus is to read and spell:

- words with a Silent Final e – the Silent Final e changes the short vowel and makes it long. The e jumps over the consonant to make the short vowel long, e.g. plate, mine, rope
- words with the -ed suffix, when things have happened in the past we add the suffix -ed to words, e.g. finished, brushed, melted.
- words with more than one syllable (multisyllabic), e.g. picnic, cabin, collect.
- Words with the 'ai' and 'ay' codes, e.g. paint, day.
- words with the 'ee' and 'ea' codes, e.g. sheep, treat, head, break.

Through PhOrMeS, students will strengthen phonics and spelling skills by:

- Learning sound-letter relationships
- Blending and segmenting words
- Applying spelling patterns in reading and writing
- Formal handwriting skills

Numeracy

In our **Data** unit, students are learning how to collect and organise information in meaningful ways. Across eight lessons, they are building their understanding of how data can be represented visually using tally marks and picture graphs. Students are practising sorting and categorising information, collecting data, and organising it clearly so they can answer simple questions about what they find.

They are also strengthening their skip counting skills by using tally marks to record and count information efficiently. Throughout the unit, students are learning how to interpret data displays and explain what the information shows.

In our **Counting and Place Value** unit, students are developing a deeper understanding of how our base-ten number system works. Over 16 lessons, they are learning to group and bundle ones into tens and hundreds (up to 120) using hands-on materials such as base ten blocks (MABs), ten-frames and popsticks. These concrete tools help students physically see how numbers are built, before linking this understanding to the written numerals.

The unit begins by revisiting ten-frames and then extends to making multiples of ten and two-digit numbers. Students practise matching physical representations of numbers to the correct written digits, strengthening the connection between what they can see and build, and how numbers are recorded symbolically. This builds on the strong number foundations developed in their first year of school.

In our **Addition and Subtraction** unit, students are learning that numbers are made up of smaller parts that can be put together (added) or taken apart (subtracted). Across 12 lessons, the focus is on building a strong understanding of how numbers work before moving to formal written methods. Students are practising informal strategies to solve problems and are learning to break numbers into tens and ones to strengthen their understanding of place value.

We are using hands-on materials such as ten-frames, number bonds, bar models and base-10 blocks to help students see and physically build numbers. At this stage, the emphasis is on developing a deep understanding of the "part-whole" concept rather than writing formal number sentences with symbols. This strong foundation will support students as they move toward more formal written addition and subtraction in the future.

Students will take part in hands-on activities and problem-solving tasks to develop confidence and fluency.

Humanities

In our **Local Places** unit, students are learning to identify different types of places in our community, including natural places (like parks and rivers), managed places (such as farms or gardens), and constructed places (like schools, roads and playgrounds). They are exploring why people value these places for recreation, safety and bringing communities together, and discussing how different people may value places in different ways.

Students are learning about the importance of caring for places and the positive impact this has on both the environment and the community. They are identifying simple actions they can take to look after natural, managed and constructed places, and considering what can happen when places are neglected.

Students are also exploring why people feel connected to certain places for cultural, personal or recreational reasons. They are learning about how First Nations Peoples connect to and care for Country and Place through stories, traditions and ongoing custodianship. Throughout the unit, students are building and using geographical vocabulary to clearly describe and explain features of places.

In our **How Places Change** unit, students are learning how natural, managed and constructed places can change over time due to weather, natural processes and human activity. They are comparing how places looked in the

past with how they look today using photographs and maps, and observing how daily and seasonal weather patterns can impact local environments. Students are exploring the effects of weather – including extreme events such as storms or floods – and discussing why it is important to care for places that experience change.

They are also proposing simple actions people can take to protect and restore places affected by natural or human causes. As part of their learning, students are developing an understanding of how First Nations Australians observe and respond to environmental change through traditional knowledge, and how cultural practices help care for Country in respectful and sustainable ways.

Social and Emotional Learning

In **Respectful Relationships**, students are developing their emotional literacy by learning to identify and recognise their own emotions, describe situations that may evoke these emotions and compare their emotional responses with those of their peers.

Circle time will focus on settling back into school routines, explicitly teaching positive social interactions and how to be safe inside and outside of the classroom.

Learning at Home

You can support your child's learning by:

- Reading together daily and discussing stories
- Encouraging nightly reading journal entries
- Practising basic maths facts in everyday situations
- Encouraging correct spelling and sounding out words
- Talking with your child about what they are learning at school

Reminders and Dates for the Calendar

Tuesday 10th February: Jazz in the Park

Wednesday 11th February: Year 2 Parent Information session

Wednesday 18th February: Parent teacher interviews

Friday 27th February: School photos

Friday 6th March: Curriculum Day (pupil free day)

Monday 9th March: Labour Day public holiday

Saturday 14th March: School Fete

Friday 20th March: Harmony Day

Thursday 2nd April: End of term, early dismissal at 2.30pm