



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 1

2026

TERM 1 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	EXPLORING WITH IMAGINATIVE STORIES <p>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.</p> <p>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.</p> <p>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.</p> <p>Students will share ideas and express an opinion about a character from a familiar imaginative text.</p>	Assessment Technique – Presentation <p>Engaging with Imaginative Stories</p>
MATHS	NUMBER AND ALGEBRA <ul style="list-style-type: none">develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activitiesuse 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 2 digitsuse curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others SPACE <ul style="list-style-type: none">use simple transformations, directions and pathways to move the positions of people and objects within a space STATISTICS <ul style="list-style-type: none">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, list and symbols; compare and discuss the data by identifying patterns.	Assessment Technique – Investigations, observed demonstration <p>Collecting, representing and discussing data</p>
SCIENCE	BIOLOGICAL SCIENCES <p>Students continue to explore as they identify and compare needs of individual plants and animals, such as air, water, food or shelter, and recognise all plants and animals share some basic needs.</p> <p>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.</p> <p>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.</p> <p>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, including Australia's first scientists, how science helps us care for living things and the places in which they live.</p>	Assessment Technique – Investigation <p>Identifying how living things meet their needs.</p>
HASS	MY CHANGING LIFE <p><i>How has my family and daily life changed over time?</i> In this unit, students:</p> <ul style="list-style-type: none">explore family structures and the roles of family members over timerecognise events that happened in the past may be memorable or have personal significanceidentify and describe important dates and changes in their own livescompare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differencesrespond to questions about the recent pastsequence and describe events of personal significance using terms to describe the passing of timeexamine sources, such as images, objects and family stories, that have personal significance share stories about the past.	Assessment Technique – Investigation <p>Students conduct an inquiry to answer the following question: How has my family and daily life changed over time?</p>
PROGRAM ACHIEVE	Students will engage in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. They will participate in activities designed to build confident thinking and behaviours, and practise positivity and persistence when completing tasks. Students will discuss and implemented the values of respect, caring and honesty, and identify the characteristics of a good friend in order to get along with others.	Monitoring Observation