



# SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 1

2025

## TERM 1 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
<p><b>ENGLISH</b></p>	<p><b>EXPLORING AND RETELLING STORIES</b></p> <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>	<p><b>Assessment Technique – Presentation</b></p> <p>Engaging with Imaginative Stories</p>
<p><b>MATHS</b></p>	<p><b>NUMBER AND ALGEBRA</b></p> <ul style="list-style-type: none"> <li>demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits</li> <li>use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others</li> </ul> <p><b>SPACE</b></p> <ul style="list-style-type: none"> <li>use simple transformations, directions and pathways to move the positions of people and objects within a space</li> </ul> <p><b>STATISTICS</b></p> <ul style="list-style-type: none"> <li>use simple surveys to collect and sort data, based on a question of interest</li> <li>recognise that data can be represented in different ways</li> <li>explain patterns in the results</li> </ul>	<p><b>Assessment Technique – Investigations</b></p> <p>Collect, Represent and Discuss Data</p> <p><b>Monitoring Strategy – Giving and following Directions</b></p>
<p><b>SCIENCE</b></p>	<p><b>LIVING ADVENTURE</b></p> <p>Students will identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs. They will identify the places where plants and animals live, including in our homes, local areas such as ponds, national parks, gardens or zoos and identify what they do to look after pets or plants at home. Students will identify and compare the needs of a variety of plants and animals, including humans, based on their own experiences. Students will have opportunities to pose questions, explore observed simple patterns and relationships and make predictions based on experiences. They will write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary.</p>	<p><b>Assessment Technique – Investigation</b></p> <p>Describing a Habitat</p>
<p><b>HASS</b></p>	<p><b>MY CHANGING LIFE</b></p> <p><i>How has my family and daily life changed over time? In this unit, students:</i></p> <ul style="list-style-type: none"> <li>explore family structures and the roles of family members over time</li> <li>recognise events that happened in the past may be memorable or have personal significance</li> <li>identify and describe important dates and changes in their own lives</li> <li>compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li> <li>respond to questions about the recent past</li> <li>sequence and describe events of personal significance using terms to describe the passing of time</li> <li>examine sources, such as images, objects and family stories, that have personal significance share stories about the past.</li> </ul>	<p><b>Assessment Technique – Investigation</b></p> <p>My changing life – collection of work</p>
<p><b>PROGRAM ACHIEVE</b></p>	<p>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.</p>	<p>Monitoring</p> <p>Observation</p>