



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 1

2025

TERM 2 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p>EXPLORING AND CREATING INFORMATIVE TEXTS</p> <p>Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts.</p> <p>Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences.</p> <p>Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.</p>	Assessment Technique – Extended Response
MATHS	<p>NUMBER</p> <ul style="list-style-type: none">• use physical and virtual materials to demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones• use skip counting to quantify physical collections• use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences, employ different strategies and discuss the reasonableness of answers <p>ALGEBRA</p> <ul style="list-style-type: none">• quantify collections using skip counting <p>MEASUREMENT</p> <ul style="list-style-type: none">• explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events	Observed Demonstration
SCIENCE	<p>LIVING ADVENTURE</p> <p>Students will describe daily and seasonal changes in the environment and explore how these changes affect everyday life. They will describe how people use science in their daily lives, including using patterns to make scientific predictions. Students will compare observations with predictions and others' observations, consider if investigations are fair and identify further questions with guidance. They will write and create texts to communicate observations, findings and ideas, using every day and scientific vocabulary.</p>	Assessment Technique – Short Response
HASS	<p>MY CHANGING LIFE</p> <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 time• recognise events that happened in the past may be memorable or have personal significance• identify and describe important dates and changes in their own lives• compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences• respond to questions about the recent past• sequence and describe events of personal significance using terms to describe the passing of time• examine sources, such as images, objects and family stories, that have personal significance share stories about the past.	Assessment Technique – Investigation
PROGRAM ACHIEVE	<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>	Monitoring Observation