



**SPRINGFIELD CENTRAL STATE SCHOOL**  
**YEAR 1**  
**2025**  
**TERM 3 OVERVIEW**



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p><b>EXPRESSING OPINIONS ABOUT PROCEDURES IN TEXTS</b></p> <p>Students engage with a range of texts that contain topics or story elements that can be presented as a procedure.</p> <p>They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts.</p> <p>Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details.</p> <p>Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations.</p>	<p><b>Assessment Technique – Presentation</b></p>
MATHS	<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 and extend their knowledge of numbers beyond 2 digits</li><li>use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li><li>develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities</li></ul> <p><b>SPACE</b></p> <ul style="list-style-type: none"><li>use spatial features to classify shapes and objects and recognise shapes and objects in the environment and communicate reasoning (for example: explaining choices when ordering objects)</li></ul> <p><b>MEASUREMENT</b></p> <ul style="list-style-type: none"><li>explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity)</li><li>measure the length of shapes and objects using uniform informal units in an everyday situation.</li></ul>	<p><b>Assessment Technique – Project</b></p> <p>Use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and equal grouping.</p> <p><b>Assessment Technique – Observed demonstration</b></p> <p>Make, compare and classify shapes and objects.</p> <p>Measure the length of shapes and objects using uniform informal units.</p> <p>Compare and order objects and events including length, capacity, mass and duration, using direct and indirect comparisons.</p>
SCIENCE	<p><b>PUSH IT PULL IT</b></p> <p>Students build on understanding of how science involves observing, asking questions and representing patterns, as they investigate factors influencing ways that objects move, including push and pull force and surface characteristics.</p> <p>Students follow safe procedures and use digital tools as appropriate to answer questions, test their predictions and collect informal measurements of how far objects move when different pushing and pulling forces are applied.</p> <p>With guidance, students are supported to compare their predictions with observations, and infer from their observations and measurements how push and pull forces start or stop the motion of different objects and/or change their shape or direction of travel. They represent push and pull forces (for example: using role-play, labels, arrows or time lapse drawings) and engage with ways of describing their representations using everyday and scientific vocabulary.</p> <p>Students connect scientific knowledge of forces with real-world applications, such as creation of new toys and playground equipment, or design and use of different types of tools in the home and garden.</p>	<p><b>Assessment Technique – Experimental investigation</b></p> <p>Students will describe how different pushes and pulls change the motion and shape of objects.</p>
HASS	<p><b>MY CHANGING WORLD</b></p> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops</li><li>recognise that the features of places can be natural, managed or constructed</li><li>identify and describe the natural, constructed and managed features of places</li><li>examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places</li><li>represent local places using pictorial maps and describe local places using the language of direction and location</li><li>respond to questions to find out about the features of places, the activities that occur in places and the care of places</li><li>collect and record geographical data and information, such as observations and interviews to investigate a local place</li><li>reflect on learning to respond to questions about how features of places can be cared for.</li></ul>	<p><b>Assessment Technique – Research</b></p> <p>Students conduct an inquiry to investigate places and their features at a local scale.</p>
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>	<p><b>Monitoring</b></p> <p>Observations</p>