



**SPRINGFIELD CENTRAL STATE SCHOOL**  
**YEAR 1**  
**2024**  
**TERM 4 OVERVIEW**



Learning Area	CONTENT	ASSESSMENT
<b>ENGLISH</b>	<p><b>EXPLORING AND EXPRESSING OPINIONS THROUGH TEXTS</b></p> <p>This term, Students engage with a variety of texts including picture books, stories, short films and animations, non-fiction and dramatic performances. These texts present new content about familiar topics of interest and topics from other learning areas. They may be comprised of literature from wide-ranging Australian and world authors.</p> <p>Students discuss and share responses by making connections to their own experiences.</p> <p>Students create a multimodal text to express their opinions. They interact through role play.</p>	<p><b>Assessment Technique - Presentation/Spoken</b></p> <p>Expressing opinions</p>
<b>MATHS</b>	<p><b>NUMBER AND PLACE VALUE</b></p> <ul style="list-style-type: none"> <li>▪ count collections beyond 100</li> <li>▪ skip count in ones, twos, fives and tens</li> <li>▪ identify missing elements in number sequences</li> <li>▪ describe patterns created by skip counting</li> <li>▪ identify standard place value partitions of two-digit numbers</li> <li>▪ position and locate two-digit numbers on a number line</li> <li>▪ partition a number into more than two parts</li> <li>▪ explain how the order of joining parts does not affect the total</li> <li>▪ identify compatible numbers to 10</li> <li>▪ identify related addition and subtraction facts</li> <li>▪ subtract a multiple of ten from a two-digit number</li> <li>▪ identify unknown parts in addition and subtraction</li> <li>▪ solve addition and subtraction problems</li> <li>▪ use standard and nonstandard partitioning of two-digit numbers</li> <li>▪ model numbers with a range of materials</li> <li>▪ develop and refine mental strategies for addition and subtraction problems</li> </ul> <p><b>FRACTIONS AND DECIMALS</b></p> <ul style="list-style-type: none"> <li>▪ identify a half</li> <li>▪ halving and doubling collections/quantities</li> </ul> <p><b>PATTERNS &amp; ALGEBRA</b></p> <ul style="list-style-type: none"> <li>▪ investigate growing patterns</li> <li>▪ represent addition and subtraction number patterns</li> </ul> <p><b>USING UNITS OF MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>▪ compare and sequence familiar events in time order/length</li> </ul> <p><b>LOCATION &amp; TRANSFORMATION</b></p> <ul style="list-style-type: none"> <li>▪ give and follow directions</li> <li>▪ investigate position, direction and movement</li> </ul> <p><b>CHANCE</b></p> <ul style="list-style-type: none"> <li>▪ classify events based on chance</li> <li>▪ identify the chance of events happening</li> </ul> <p><b>DATA REPRESENTATION &amp; INTERPRETATION</b></p> <ul style="list-style-type: none"> <li>▪ ask suitable questions and collect and organise data</li> </ul>	<p><b>Assessment Technique – Test/Examination</b></p> <p>Adding and subtracting using counting strategies.</p> <p>Explaining time durations and tell time to the half hour</p> <p>Making inferences from collected data</p> <p><b>Assessment Technique – Guided Inquiry</b></p> <p>Using simple strategies to reason and solve number inquiry questions</p>
<b>SCIENCE</b>	<p><b>LIGHT AND SOUND</b></p> <p>In this unit, students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound is useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and communicate their understandings in a variety of ways.</p>	<p><b>Assessment Technique – Guided Investigation</b></p> <p>Light and Sound</p>
<b>HASS</b>	<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, e.g., the school, local park</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, to investigate a local place</li> <li>▪ reflect on learning to respond to questions about how places and their features can be cared for</li> </ul>	<p><b>Assessment Technique – Inquiry</b></p> <p>Students conduct an inquiry to investigate places and their features at a local scale.</p>
<b>PROGRAM ACHIEVE</b>	<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 describe the emotional responses of themselves and others, moderate emotions in familiar contexts and identify events which require resilience. Students will discuss how blockers make it harder for them to be successful and happy, identify strategies to eliminate blockers and demonstrate perseverance and adaptability with unfamiliar tasks.</p>	<p><b>Monitoring &amp; Observation</b></p>