



Year 1 - Term 1 2026

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	<i>Class Teacher</i>	<p>Students engage with a range of texts that depict characters, settings and events.</p> <p>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>
	Assessment tasks and weeks administered	<p>Assessment task: To share ideas and express an opinion about a character from a familiar imaginative text.</p> <p>Weeks: 7 - 8</p>
Mathematics	<i>Class Teacher</i>	<p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities • use 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 two digits • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others • use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations • 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, lists and symbols; compare and discuss data by identifying patterns.
	Assessment tasks and week administered	<p>Assessment task: To collect, record and represent data in a one-to-one display and compare and discuss data.</p> <p>Weeks: 7 - 9</p>
Science	<i>Class Teacher</i>	<p>Students continue to explore as they identify and compare the needs of individual plants and animals, such as air, water, food or shelter, and recognise that all plants and animals share some basic needs.</p> <p>They begin to pose questions to explore simple patterns and relationships. Students explore how places meet the needs of the animals and plants living there.</p> <p>Students will 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. They will learn from engaging with the work of scientists</p>

		how science helps us care for living things and the places in which they live.
	Assessment tasks and week administered	Identify the basic needs of plants and animals and communicate how the features of places help living things meet those needs. Week administered: Weeks 7 - 9
Humanities & Social Sciences	<i>Class Teacher</i>	Unit: My Changing Life In this unit students will explore the following inquiry question: <i>How has my family and daily life changed over time?</i> Learning opportunities support students to: <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 tasks and week administered	Assessment Task: Collection of work Weeks: Ongoing throughout the semester
Health and Physical Education	<i>Specialist Teacher</i>	Health: <i>My spaces are healthy and safe</i> Students will investigate... <ul style="list-style-type: none"> • the concepts of what health and safety means • safety in the classroom, playground, water, at the beach and at home • opportunities in their environment where healthy and safe practices can be implemented • actions that they can apply to keep themselves and others healthy and safe in various situations Physical Education: <i>Ropes and rhymes</i> Students will perform... <ul style="list-style-type: none"> • fundamental movement skills of jumping and hopping • long-rope skipping sequences to rhymes
	Assessment tasks and week administered	Assessment Task: Health (Collection of work) Weeks: 7, 8 & 9 Assessment Task: PE (Practical) Weeks: 7 - 10
The Arts Strand: Music	<i>Specialist Teacher</i>	Students are learning to: <ul style="list-style-type: none"> • write the correct stick notation for known songs. • be able to identify the stick notation through dictation from untuned percussion instrument.
	Assessment Tasks and week administered	Assessment Task: Collection of work Weeks: 8 & 9
The Arts Strand: Drama	<i>Specialist Teacher</i>	In this unit, students explore the local community and imagined places as stimulus for drama. Students use voice, facial expression, and body movement to establish their character and situation.
	Assessment Tasks and week administered	Assessment task: Students will work individually and in groups to make and respond to drama on the topic of community. Technique: Collection of work Weeks: 7-9