



Year 1 - Term 2, 2025

Learning and Assessment Summary

| Australian Curriculum Learning Areas | Teachers | Unit Outline and Assessment Tasks |
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| English | Class Teacher | <p>Students engage with a range of texts exploring the characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts.</p> <p>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 week administered | <p>Assessment Task 1.1 – Week 7 Purpose: To share ideas, retell and express an opinion about a character from a familiar imaginative text.</p> |
| Mathematics | Class Teacher | <p>Students further develop proficiency and engage positively towards mathematics and its use as they:</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. • Recognise patterns in numbers and extend knowledge of numbers beyond two digits. • 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. • Explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events. |
| | Assessment Tasks and week administered | <p>Assessment Task 2.1 Number – Week 7 Purpose: To partition one- and two-digit numbers in different ways and solve addition and subtraction problems to 20 using calculation strategies.</p> |
| Science | Class Teacher | <p>Our Material World Students make and describe a boat that floats. They describe the effect/s of physically changing and adding marbles to the boat. They make predictions. Students participate in guided investigations and follow instructions to record their observations. They share their observations with others</p> |
| | Assessment Tasks and week administered | <p>Assessment Task: Making a boat – Week 7</p> |
| Humanities & Social Sciences | Specialist Teacher | <p>Australia Past and Present</p> <p>Students are learning about:</p> <ul style="list-style-type: none"> • important places for themselves and their family in the local community. • why these places are important and who cares for them. <p>Students are learning to:</p> <ul style="list-style-type: none"> • identify important places in our community. • reason why these places are important to their family. |
| | Assessment Tasks and week administered | <p>Assessment Task: Collection of student work samples - Weeks 5, 6, 7 & 8</p> |

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| Health and Physical Education | <i>Specialist Teacher</i> | <p>HEALTH - We All Belong Students are learning to:</p> <ul style="list-style-type: none"> • recognise similarities and differences in individuals and groups • recognise how strengths and achievements contribute to identity • identify and practise emotional responses that reflect their own and others' feelings • examine and demonstrate ways to include others in activities • practise strategies to help them and others feel that they belong. <p>PHYSICAL EDUCATION - Catch Me If You Can Students are learning to:</p> <ul style="list-style-type: none"> • develop the fundamental movement skills of dodging and running • test alternatives to evade others and objects in tagging games • explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games. |
| | Assessment Tasks and week administered | <p>HEALTH: collection of work samples - Weeks: 4, 6 and 8</p> <p>PE: Practical - demonstrate dodging and running skills, test alternatives to evade others or objects in tagging games, and demonstrate strategies to work in groups and play fairly during tagging games. Weeks: 8 to 10</p> |
| The Arts <i>Strand: Music</i> | <i>Specialist Teacher</i> | <p>Students are learning to:</p> <ul style="list-style-type: none"> • perform known songs in tune with solfege hand-sign • identify and label solfege on the Music staff. • write correct solfege for known songs. |
| | Assessment Tasks and week administered | <p>Assessment Task: Collective of work and Performance - Weeks: 6-8</p> |
| The Arts <i>Strand:</i> | <i>Class Teacher</i> | <p>Students are introduced to the ways that ideas and intentions are communicated in and through visual arts. They develop knowledge, understanding and skills through visual arts practices.</p> |
| | Assessment Tasks and week administered | <p>Assessment Task: Student work samples throughout semester 1.</p> |