



# Year 1 - Term 2, 2025

## Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
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><b>Assessment Task 1.1 – Week 7</b>            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"> <li>• 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.</li> <li>• Use skip counting to quantify physical collections.</li> <li>• Recognise patterns in numbers and extend knowledge of numbers beyond two digits.</li> <li>• 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.</li> <li>• Explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events.</li> </ul>
	Assessment Tasks and week administered	<p><b>Assessment Task 2.1 Number – Week 7</b>            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><b>Our Material World</b>            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><b>Assessment Task:</b> Making a boat – Week 9</p>
Humanities & Social Sciences	Specialist Teacher	<p><b>Australia Past and Present</b></p> <p>Students are learning about:</p> <ul style="list-style-type: none"> <li>• important places for themselves and their family in the local community.</li> <li>• why these places are important and who cares for them.</li> </ul> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• identify important places in our community.</li> <li>• reason why these places are important to their family.</li> </ul>
	Assessment Tasks and week administered	<p><b>Assessment Task:</b> Collection of student work samples - Weeks 5, 6, 7 &amp; 8</p>

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