



Aspley State School

2026 Term 1 Parent Term Overview: Year 1

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| Key Learning Areas | Overview of Learning | Assessment Items |
| English | Students will engage with a range of texts that depict characters, settings and events. Students will explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They will explore language to provide reasons for likes, dislikes and preferences of a character. Students will engage in shared and independent writing and/or learning experiences in response to texts. They will participate in informal and structured discussions in response to texts and give short oral presentations. | Listening and Speaking: Students share ideas and express an opinion about a character from a familiar imaginative text. |
| Mathematics | <p>Students further develop proficiency and positive dispositions towards mathematics 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. | Statistics: Students collect, record and represent data in a one-to-one display and compare and discuss data. |
| Science | Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life. | |
| Humanities and Social Sciences (HASS) | <p>My Changing World - What are the features of my local places and how have they changed?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Draw on studies at the personal and local scale, including familiar places, e.g. The school, local park and local shops • Recognise and describe the features of natural, managed or constructed places • Examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places • Represent local places using pictorial maps and describe local places using the language of direction and location • Respond to questions to find out about the features of places, the activities that occur in places and the care of places • Collect and record geographical data and information, such as observations to investigate a local place | |
| Health and Physical Education (HPE) | <p>Health: Students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations.</p> <p>Physical Education: Students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities.</p> | |
| Technology: | Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks. They will recognise and explore how digital and information systems are used for particular purposes in daily life and describe and represent a sequence of steps and decisions to solve simple problems in non-digital and digital contexts | |
| Languages: Japanese | Students will use Japanese to communicate information about their families. They will also compare similarities and differences between ways of referring to family members. | |
| The Arts: Music | Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding. | |