



## Aspley State School

### 2026 Term 2 Parent Term Overview: Year 1

Key Learning Areas	Overview of Learning	Assessment Items
<b>English</b>	<p>Students engage with a range of informative and imaginative texts with related topics. They read, view and comprehend texts including simple decodable texts aligned with phonic development. Students explore how informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences. Students engage in shared and independent writing to create informative texts using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.</p>	<p><b>Reading, Viewing and Comprehending Informative Texts</b></p> <ul style="list-style-type: none"> <li>Read, view and comprehend a simple informative text.</li> </ul> <p><b>Writing and Creating Informative Texts</b></p> <ul style="list-style-type: none"> <li>Create an informative text to report on a familiar topic</li> </ul>
<b>Mathematics</b>	<p>Students further develop proficiency and positive dispositions 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 and partitioned in various ways, and that two-digit numbers can be partitioned into tens and ones.</li> <li>use skip counting to count physical collections.</li> <li>recognise patterns in numbers and extend knowledge of numbers beyond two digits</li> <li>use physical materials and diagrams when modelling practical problems (addition and subtraction to 20) 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>	<p><b>Number</b></p> <p>To partition one- and two-digit numbers in different ways and solve addition and subtraction problems to 20 using calculation strategies</p>
<b>Science</b>	<p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met.</p>	
<b>Humanities and Social Sciences (HASS)</b>	<p><b>My Changing World</b> - What are the features of my local places and how have they changed?</p> <p><b>Students will:</b></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 and local shops</li> <li>Recognise and describe the features of natural, managed or constructed 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, such as observations to investigate a local place</li> </ul>	
<b>Health and Physical Education (HPE)</b>	<p><b>Health:</b> 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><b>Physical Education:</b> 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>	
<b>Technology:</b>	<p>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</p>	
<b>Languages: Japanese</b>	<p>Students will discuss different eating practices and use language to describe children's lunches in Australia and Japan.</p>	
<b>The Arts: Music</b>	<p>Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.</p>	