



Aspley State School

2026 Term 4 Parent Term Overview: Year 1

Key Learning Areas	Overview of Learning	Assessment Items
English	Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure. Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning. Students engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details.	Reading, Viewing and Comprehending Imaginative Texts Students Read, view and comprehend an imaginative text Writing and Creating Responses to Imaginative Texts Students Create a short-written recount of a familiar imaginative text.
Mathematics	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • connect understanding of numbers to at least 120 by representing, partitioning and composing in various ways • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers • use skip counting to quantify physical collections initially by 2s, 5s, 10s • recognise repeated patterns in numbers, symbols and objects using physical and virtual materials.	Number and Algebra Students create patterns and use skip counting to quantify collections.
Science	Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.	
Humanities and Social Sciences (HASS)	Inquiry question: How has my family and daily life changed over time? Students: • 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 and 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 and share stories about the past.	
Health and Physical Education (HPE)	Health: Students explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games. Physical Education: Students develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games.	
Technology: Design	Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show.	
Languages:	Japanese: A Day Out with my family: Students use language to describe routines and cultural practices relating to family outings.	
The Arts: Music	Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.	