Year 1 – 2026 Semester 2 Unit and Assessment Overview

Dear Parents/Carers

We would like to share with you a summary of Term 3 and Term 4 units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

Version 9 ENGLISH

Term 3	Term 4
Learning: Students to and create short spoken texts. They share ideas and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice. They create short written texts to express opinions. Ideas in their texts may be informative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns.	***Learning:*** Students read, view, and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings, and events, and to personal experiences. They blend short vowels, common long vowels, consonants, and digraphs to read one-syllable words. They use sentence boundary punctuation to read with developing phrasing and fluency. They create short written texts including recounts of stories with events and characters. Ideas in their texts may be imaginative and include a small number of details from texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns.
Assessment: • To create a written argument to express an opinion including relevant details and present this to an audience of their peers.	***Assessment:*** • To read, view and comprehend a decodable imaginative text. • To create a short written recount of a fmailiar imaginative text.

Version 9 MATHEMATICS

Term 3	Term 4
Learning: Students solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing, and grouping, using calculation strategies. They compare and order objects and events based on the attributes of length and communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare, and classify shapes and objects using obvious features.	***Learning:*** Students connect number names, numerals and quantities, and order numbers to at least 120. They partition collections into equal groups and skip count in twos, fives, or tens to quantify collections to at least 120. Students use numbers, symbols, and objects to create skip counting and repeating patterns, identifying the repeating unit.
Assessment: • To use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing, and equal grouping. • To make, compare and classify shapes and objects. To measure and compare the length of shapes and objects using uniform informal units.	***Assessment:*** • To create patterns and use skip counting to quantify collections.

SCIENCE

Term 3	Term 4
Learning: • Students will examine and compare observations of the day sky and landscape with the night sky and landscape. They will make links to how the changes affect their experiences in everyday life.	***Learning:*** • Students investigate a range of sources that produce light and sounds. They will keep a record of their developing scientific understanding through their sensory explorations of light and sound.
Assessment: • Students construct and present a representation of the sky and landscape during the day, and an appropriate daytime activity. They identify an observable change that may occur in this landscape at night and identify an effect of the change on everyday lives.	***Assessment:*** • Students participate in a guided investigation designing a toy that makes sound, and describe the effects of interacting with it. To sort objects according to criteria and share observations with others.

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning: • Students will explore the following enquiry question- How has my world changed?
Assessment: • Students will conduct an inquiry to investigate places and their features at a local scale.

TECHNOLOGY

Learning: • Students will learn and apply digital technology knowledge and skills through guided play and tasks integrated into other subject areas.
Assessment: • Students explore and work with algorithms to write a sequence of instructions to navigate virtual robots.

HEALTH and PHYSICAL EDUCATION (HPE)

Health ***Learning:*** • Students identify social changes that occur as they grow older and recognise ways, they can take some responsibility for their own safety in different situations including road safety. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.	
Assessment: • Students describe changes that occur as they grow older. Students will select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems.	
Equipped To Move ***Learning:*** Students explore elements of movement while developing fundamental movement skills that involve manipulating equipment (hoops, balls and rhythm ribbons). They perform fundamental movement skills, with and without equipment, in simple movement sequences that incorporate elements of movement.	**Playing With Balls** ***Learning:*** Students develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges. **Tadpole Tales** ***Learning:*** Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.
Assessment: **Practical** The assessment will gather evidence of the student's ability to: • perform movement sequences that incorporate the elements of movement.	***Assessment:*** **Practical** The assessment will gather evidence of the student's ability to: • demonstrate fundamental movement skills in a variety of movement situations and test alternatives to solve movement challenges • demonstrate positive ways to interact with others.

	• demonstrate aquatic skills and strokes in a variety of movement sequences and situations. To perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.

THE ARTS

Media Arts: S**plashy Photo story and Soundscape**

Learning:

- Students use media languages and media technologies to construct representations in media art works. They share their work with audiences safely and in informal ways.

Assessment: Students use art works to collaboratively develop a photo story with sound effects for purpose and effect.

Learning: Music

- Students continue to explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places, weather, seasons, landscapes; and the school environment as stimulus for music making and responding. They continue to practice their rhythmic and melodic skills learnt in Semester 1.

Assessment: Music

- Students compose and perform their own and others' music about different places. They create a short melodic answer to a song using their understanding of the musical elements of pitch and rhythm about what they see when they look out a window.

JAPANESE

Tell Me a Story

Learning:

- Students use language to engage with simple traditional Japanese stories.

Assessment:

- Students listen to, view a traditional tale, and identify key information. Students demonstrate understanding of Japanese language use and cultural behaviours in a traditional tale. (Collection of work - listening, writing, speaking, reading, reflection)

GENERAL CAPABILITIES DIGITAL LITERACY

Digital literacy encompasses the knowledge, and skills students need to create, manage, communicate, and investigate data, information, and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school. Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve and protect the safety of themselves and others in digital environments.
Digital Literacy is developed through:

- Practising digital safety and wellbeing
- Investigating
- Creating and exchanging
- Managing and operating.

Yours Sincerely

Year One

Class Teachers

Yours Sincerely



Karryn Brunetto

Principal