



# Mansfield State School Curriculum Overview

Year 1 Term 2 2025



## Science - Biological Sciences Living Adventure

In this unit students will:

- make links between external features of living things and the environments in which they live
- consider how the needs of living things are met in a variety of habitats
- compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met
- understand that science helps people care for environments and living things
- use science knowledge to recommend changes to improve habitats and care for the environment
- share observations using scientific and everyday language

### Assessment:

Students will describe how a habitat meets the needs of a living thing and how changes in habitats might affect living things.

## English – Exploring and Creating Informative Texts

In this unit, students will:

- listen to, read, view and comprehend a range of informative texts that report and describe features of living things and their habitats
- identify informative text structure and language features and compare these to narrative texts.
- identify topic-specific vocabulary
- expand their ideas to give a clear picture of living things

### Assessment:

**Reading-** Students will demonstrate reading accuracy, fluency and comprehension of a living thing.

**Writing-** Students will create an information report using simple sentences and boundary punctuation.

## The Arts – Music Specialist Teacher

**Music in Our World** (P-2 Banded Curriculum)  
(Semester Unit)

In this unit, students will compose and perform music, demonstrate aural skills by staying in tune and keeping in time when performing.

**Assessment:** Students will compose and perform a body percussion accompaniment to a known story song. Students will also respond to the music they make.

## Health and Physical Education *Specialist Teacher*

### A little independence

In this unit students will describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.

**Assessment:** Students describe changes that have occurred as they have grown older and recognise how strengths and achievements contribute to identity.

## Mathematics

In this unit, students will:

### Number and Algebra

- partition 1-digit numbers and 2-digit numbers
- recognise patterns in numbers and extend knowledge of numbers beyond 2 digits
- use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers
- use curiosity and imagination to explore situations and choose ways of representing thinking when communicating with others
- quantify collections using skip counting

### Measurement

- explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events

### Assessments:

**Number–** Students will partition one- and two-digit numbers in different ways and solve addition and subtraction problems to 20 using calculation strategies.

**Measurement –** Students will compare and order duration of time.

## The Arts – Dance *Specialist Teacher*

**Action Stories** (P-2 Banded Curriculum)

In this unit, students will make and respond to dance by exploring dance using action stories as a stimulus.

**Assessment: Computer World Dance** - Students will perform, choreograph and respond to action stories as a stimulus.

## Humanities and Social Sciences My Changing Life (Semester Unit)

In this unit students will explore the following inquiry question:

*How has my family life changed over time?*

Learning opportunities support students to:

- 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
- 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
- share stories about the past.

### Assessment:

Students will sequence changes in their lives over time in a storyboard and share a story about personal changes using terms denoting time.

## Design and Technologies (Semester Unit)

### It's Showtime

In this unit, students will:

- explore the characteristics and properties of materials and components that are used to produce designed solutions
- design and make objects with moving parts
- apply process and production skills.

### Assessment: Design Challenge

Students will design and make a puppet based on a character from a story.