Geham State School Year 1 Term Overview Term 4, 2026

ENGLISH	**Exploring and responding to Imaginative texts** In this unit 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.
MATHS	In this unit 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.
SCIENCE	Students build on understanding of how science involves observing, asking questions and representing patterns, as they investigate factors influencing ways that objects move, including push and pull force and surface characteristics. Students follow safe procedures and use digital tools as appropriate to answer questions, test their predictions and collect informal measurements of how far objects move when different pushing and pulling forces are applied. With guidance, students are supported to compare their predictions with observations and infer from their observations and measurements how push and pull forces start or stop the motion of different objects and/or change their shape or direction of travel. They represent push and pull forces (for example: using role-play, labels, arrows or time lapse drawings) and engage with ways of describing their representations using everyday and scientific vocabulary. Students connect scientific knowledge of forces with real-world applications, such as creation of new toys and playground equipment, or design and use of different types of tools in the home and garden.
HASS	**My changing world** In this unit, students: • draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops • recognise that the features of places can be natural, managed or constructed • identify and describe the natural, constructed and managed features of 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 • reflect on learning to respond to questions about how places and their features can be cared for
HPE	**Health: My classroom is healthy, safe and fun** In this unit, students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom. They will also be completing lessons on water safety in the pool, at the beach and on the farm/backyard locations leading up to swimming lessons. **PE** Students will participate in learn to swim lessons. They will demonstrate aquatic skills and strokes in a variety of movement sequences and situations.
THE ARTS	**Musical stories** In this unit, students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.
HOMEWORK	Homework this term will consist of daily home readers and a weekly phonics list.

EVENTS	
16th October	Fire Truck Visit
29th October	Book Fair commences
30th October	Grandparents Day 10:30 & Arts Extravaganza 11:30
11th November	Remembrance Day
12th November	Swimming Commences
30th November	2026 School Captain Speeches and Voting
4th December	Twi-light Family Fun Night
10th December	Year 6 Graduation