

Bundamba State School
Year 1 Term 2 Learning Map 2026



Dear Parents/ Caregivers,

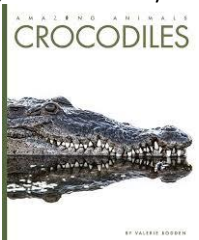
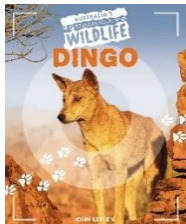

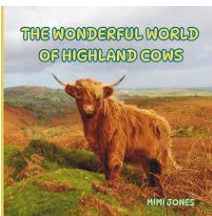
Welcome to an exciting Term 2, 2026 at Bundamba State School. The following table gives you an overview of the teaching, learning and assessment that will be occurring in your child's class this term. We also have some other exciting **date claimers** at Bundamba State School this term including:

- Monday 20th April – Term 2 starts.
- Friday 24th April – ANZAC Ceremony 9am
- Saturday 25th April – ANZAC Day March – Meet Coal St 9am
- Thursday 30th April – Year 1 Reptile Incursion
- Friday 1ST May – Whole School assembly 9am
- Friday 1st May – RI Lessons Commence
- Monday 4th May – Public Holiday
- Friday 8th May – Whole School Assembly 9am
- Friday 8^t May – Mother's Day Stall
- Monday 11th May – Premier's Reading Challenge Begins
- Friday 15th May – Public Holiday
- Thursday 21st May – Under 8's Day
- Friday 22nd May – Whole School Assembly 9am
- Thursday 28th May – Hoedown Dance Community Event
- Friday 29th May – Whole School Assembly 9am
- Friday 5th June – Whole School Assembly 9am
- Thursday 11th June – Junior Athletics Carnival
- Friday 12th June – Whole School Assembly 9am
- Friday 19th June – Whole School Assembly 9am
- Friday 19th June – Final RI Lesson for Term 2



We look forward to working together to achieve the best outcomes for your child.

Bundamba State School teaching priorities – producing proficient READERS, WRITERS and challenging students in MATHEMATICS, HASS and SCIENCE.

Subject/ Learning Area	Assessments
<p>English</p> <p>Unit Title: Creating Information Reports about Animals</p> <p>Text Type: Informative (Information Report)</p> <p>In this unit, students will engage with a range of informative texts about animals, with a focus on reptiles and familiar animals. They will explore how information reports are structured, including key sections such as appearance, habitat, diet, and interesting facts.</p> <p>Students will learn to identify and use important language features of information reports, including topic-specific vocabulary, simple and compound sentences, and descriptive language. They will practise organising their ideas into clear sections and representing information visually through labelled diagrams.</p> <p>Throughout the unit, students will build their knowledge of different animals through shared texts, discussions, and hands-on experiences. They will have opportunities to jointly construct and independently create short information reports, using appropriate structure and vocabulary for their audience.</p> <p>Students will also develop their ability to present information clearly by speaking about their ideas and participating in oral retells. By the end of the unit, students will create their own information report on a chosen animal, including a labelled diagram to show key features.</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	<p>Summative: Assessment Task</p> <p>Assessment Task 1: Reading – To read and demonstrate understanding of a simple information report about an animal by identifying key facts, answering questions, and recognising features such as headings and images.</p> <p>Assessment Task 2: Writing – To create a short information report about an animal, including key facts about its appearance, habitat, and diet, and a labelled diagram to show its features.</p>

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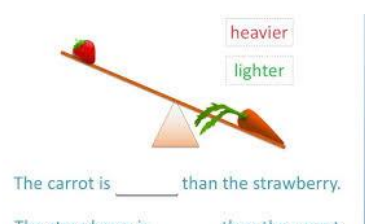
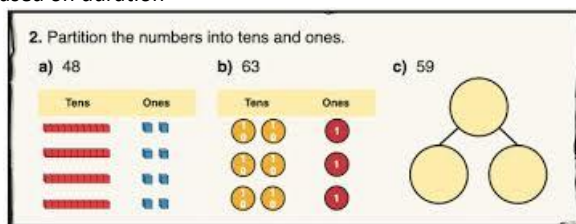
Mathematics

Unit Title: Number

Strands being covered: Number and Algebra, Measurement and Geometry

In this unit, students will further develop proficiency and positive dispositions towards mathematics and its use as they:

- demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways (for example: breaking numbers into parts, using tens and ones, and representing numbers with materials)
- use physical or virtual materials and diagrams when modelling practical problems involving addition and subtraction to 20, and explain their thinking using number sentences
- apply a range of strategies such as counting on, counting back and part-part-whole understanding to solve problems and check the reasonableness of their answers
- use direct and indirect comparison to describe and order objects based on length, mass and capacity, using appropriate mathematical language (for example: longer, shorter, heavier, lighter, holds more/less)
- measure and compare the length of objects using uniform informal units, and describe and sequence familiar events based on duration



Summative: Assessment Task

Assessment Task 1: Mathematics – To demonstrate understanding of number by partitioning one- and two-digit numbers in different ways and solving addition and subtraction problems to 20 using materials, drawings, and number sentences.

Science

Unit Title: Patterns of nature, daily and seasonal changes and how they shape our lives.

In this unit, students will develop their understanding of seasonal changes and how they affect plants, animals and humans. Students will build on their ability to sort and order seasonal data using drawings, calendars, weather forecasts and tables to identify changes and patterns that occur over time. Using their knowledge students will describe ways these weather patterns affect their everyday life.



Summative: Assessment Task

Assessment Task 1: To act as a “junior weather reporter” by observing and recording weather over several days, identifying patterns, and sharing a simple weather report about how weather affects people, plants and animals.

HASS
Humanities and Social Sciences

Unit Title: My Changing World.

In Semester One students will:

- 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.



Summative: Assessment Task





Assessment Task: My changing world.

Purpose of assessment: To conduct an inquiry to investigate places and their features at a local scale.

Part A: Features of places

Part B: Investigating a local place

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<p>HPE</p>	<p>HEALTH: Good choices, healthy me</p> <p>In this unit 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>PHYSICAL EDUCATION: Gym- I move, I jump, I land</p> <p>In this unit students will: demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.</p> 	<p>Summative: Assessment Task</p> <p>Assessment Task 1: Students demonstrate fundamental movement skills of rolling, balancing and jumping in sequences and situations. Students perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.</p> <p>Assessment task 2: Students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.</p>
	<p><i>Breakfast / Morning Run Club each morning –To promote active involvement in health and fitness.</i></p>		
<p>The Arts</p>	<p>Unit Title: Recycle, Repurpose, Reinvent</p> <p>In this unit, students will explore sustainability through visual art. They will learn why recycling and reusing materials is important and how artists use recycled and sustainable materials to raise awareness about environmental issues. Students will work with a range of recycled materials to create artworks, including wearable art, while developing their ideas, imagination, and problem-solving skills.</p> <p>Throughout the unit, students will discover how everyday materials can be repurposed and turned into meaningful artworks and how art can be used to share ideas and send a message about looking after our planet.</p>  	<p>Summative: Assessment Task</p> <p>Assessment Task 1.1: <i>A Collection of Work</i></p> <p>Students will: Create a collage using recycled materials to raise awareness of the harmful effects that not recycling has on our environment. Through their artwork, students will communicate ideas about sustainability and show what can happen when waste, such as plastic, ends up in our oceans, or when trees are cut down to produce more paper. Students will explore different materials and techniques, describe the artworks they make and view, and explain the message behind their work.</p>	