

Year 1 Term 1 2026



Meet the Burnside Year 1 Team

Specialists

**1D Class Teacher
(Mon – Thurs)
Tamar Dayman**



My name is Mrs Tamar Dayman, and this is my 13th year at Burnside School. I am passionate about teaching reading, literacy, and numeracy in the early years, as this is when students build the foundations for their learning. I also love Science and am very excited for our new unit exploring Space and Celestial Objects. Please feel free to contact me via email at tdaym3@eq.edu.au, or chat with me before or after school from Monday to Thursday. I can't wait to learn and grow alongside our wonderful Year 1 students and families.

**1D Class Teacher
(Fri) Amy Wills**



My name is Amy and I look forward to joining the Burnside State School team this year. I will be working on Fridays with 1D. My email is awill460@eq.edu.au. I can't wait for an exciting year ahead.

**1A Class Teacher
Alanna Dowey**



My name is Alanna Dowey (Mrs Alanna) and I have been teaching for over 20 years. I started my teaching career in Emerald and have spent the last 16 years at North Arm State School. I have taught various grades from Prep to Year Four. This is my first year at Burnside State School and I am very excited to be part of your child's learning journey for 2026!

**Inclusion
Teacher: Hayley
Chamberlain**



Welcome back students of 2026. My name is Miss Hayley and I am the Inclusion Teacher supporting students in Years 1 and 2. I have been teaching at Burnside since 2015 and have met many wonderful students and families in the Burnside community during this time. I'm looking forward to the year ahead and I hope everyone has a wonderful start to the school year. In 2026 I am in the Resource Room Block with Miss Sally. I can be contacted through my email hxcha4@eq.edu.au.

**Performing Arts Shane
McLennan**



**Physical Education Liam
Schofield**



**STEAM
Julianne Golding
& Carter Ford**



Key Events

Parent information sessions 10th February
 Clean up Australia Day 2nd March
 P&C AGM Meeting 10th March
 NAPLAN 11th-20th March
 Harmony Day 20th March
 P-6 Cross Country 25th March
 Parent Teacher Interviews 31st March
 P&C Movie Night 1st April
 Easter Bonnet Parade 2nd April
 Good Friday 3rd April

Assemblies

Friday 8:50am even weeks
 6th February – Week 2
 20th February – Week 4
 6th March – Week 6
 20th March – Week 8

Messages

Welcome back to school. It has been a great start to the year as students have settled in well to school and class routines. We look forward to building this throughout Term One. This term we have some exciting things to look forward to including a presentation about our favourite book character and creating an obstacle course for our friends. This term homework expectations will focus on reading every night and practicing our HEART Words. Also, students can write or draw their favourite character or any scientific observations in the night sky. Readers will be sent home and returned each week. As always if you have any questions or concerns you can contact your classroom teacher.

English	Maths	Science	Humanities	The Arts	Health	Physical Education	Technologies
Sharing thoughts and feelings Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, various types of stories, rhyming verse and poems. Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes. Students engage in shared and independent writing and/or learning experiences to create short texts for example: pictorial representations, short statements, performances and short recounts, to retell, interact and share ideas about stories and express their preferences for characters and texts. Assessment Task : Sharing thoughts and feelings To share ideas about a familiar imaginative story with peers.	Unit description As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: • use physical and virtual materials to look for and make connections between number names, numerals and quantities • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts • develop a sense of sameness, difference and change when engaging in play-based activities about patterns • develop a sense of sameness, difference and change when engaging in play-based activities describing position and location • bring mathematical meaning to the use of familiar terms and language when they pose and respond to questions, and explain their thinking and reasoning explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data. Assessment Task: Statistics Students will collect, sort and compare data. Monitoring Task: Space Students will give and follow directions to move people and objects around an obstacle course.	Celestial Objects Students begin to recognise Earth as a planet within a larger celestial system as they view images of Earth in space, engage with different types of models of the solar system and identify celestial objects, including sun, moon and stars. They continue to build their understanding of patterns as they record the changing positions of the moon, sun and other stars, appreciating that these patterns can only be observed over extended periods of time, and some events in the sky are only visible during the day and others during the night. Students engage with ways people use patterns in the movement of celestial objects, for example: to navigate, or to make predictions about future appearances of stars and comets, planetary alignments or meteor showers. Students pose questions and make predictions about events. They begin to recognise that organising observations in provided tables or organisers makes it easier to identify and represent patterns, such as the appearance or position of the moon or changing shadow length across the day and further develop their use of scientific vocabulary to describe observed patterns. Assessment Task: Celestial Objects Students will identify and describe celestial objects and predictable patterns in the sky.	My changing life (Semester of work) In this unit students will explore the following inquiry question: • How has my family and daily life changed over time? Assessment task: My changing life Students will identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.	Drama – Stories come to life This Term students will be exploring skills and techniques of drama through: • exploring role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space • using expression, movement and space to imagine and establish role and situation • responding to their own and others' drama and consider where and why people make drama.	Emotional responses (Semester of work) Students explore personal qualities and investigate factors that influence and shape their identities. They develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others. They identify ways to use their strengths and personal qualities to contribute to successful outcomes. Assessment Task: Emotional responses Students describe how emotional responses affect feelings and explain how personal qualities contribute to identities	Fundamental movements Students practise their fundamental movement skills in a range of physical activities. They refine and extend these to increase the complexity of locomotor and object control skills. Students demonstrate and explain how to move effectively with objects and in space. Through participation in a range of movement situations, students continue to develop movement skills independently and collaboratively and develop and apply rules. They demonstrate and describe strategies for participating respectfully in active play and minor games. Assessment Task: Fundamental movements Students apply fundamental movement skills in movement situations and explain how they move effectively with objects and in space.	Design technology – Grow, grow, grow (Semester of work) In this unit, students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack. Suggestions for alternative projects are also described. Assessment Task: Grow, grow, grow (Portfolio) Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.



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