

TERM ONE	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
	<p>Enjoying our new world</p> <p>Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</p>	<p>Students engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals • Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences • Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects • Location and direction — use positional language to describe location, identify positional opposites, and represent locations with models and images. 	<p>Weather watch</p> <p>Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.</p>	<p>My family history</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What is my history and how do I know? <p>Students:</p> <ul style="list-style-type: none"> • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others • investigate familiar ways family and friends commemorate past events that are important to them • recognise how stories of families and the past can be communicated through sources that represent past events • present stories about personal and family events in the past that are commemorated. 	<p>I can do it!</p> <p>Students explore information about what makes them unique and their strengths and achievements. They participate in play.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that they are an individual with unique qualities • identify different settings where they can be active • describe actions that help keep them safe • recognise and name emotions people may experience in different situations • understand reasons for varying individual emotional responses in similar situations • practise using strategies to support trying and success when faced with challenges. <p>Let's get moving</p> <p>Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and apply safety rules during physical activities • explore concepts of movement • develop the fundamental movement skills of running, jumping, hopping and galloping • test and trial ideas to solve movement challenges. 		<p>Music: Have you got your singing voice?</p> <p>Students build a repertoire of songs and rhymes as they start to develop their understanding of the beat and a singing voice. Students communicate about the music they listen to, make and perform and where and why people make music.</p> <p>Students improvise and perform music. They demonstrate aural skills by keeping in time when they sing and play.</p>

	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
TERM THREE	<p>Interacting with others</p> <p>Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning-focused teaching and learning, play, real-life situations, investigations and routines and transitions. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>	<p>Students engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities • Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events • Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions. 	<p>Our material world</p> <p>Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.</p>	<p>My special places</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What are places like and what makes them special? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a 'place' has features and a boundary that can be represented on maps or globes • recognise that what makes a 'place' special depends on how people view the place or use the place • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • describe special places and the reasons they are special to people • reflect on learning to suggest ways they could contribute to the caring of a special place. 	<p>Looking out for others</p> <p>Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore different ways of communicating emotions including facial, physical and verbal expressions • understand how emotional responses may differ between people and in different situations • understand the personal and social skills that can be used to interact with others • practise working cooperatively and including others in group situations. <p>Who wants to play?</p> <p>Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop personal and social skills to include others in active games. • understand different ways of feeling after participating in active games. 		<p>Media Arts: Family stories</p> <p>Students create media artworks to present a story about their family.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings • experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story • present stories in digital form to communicate ideas • describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language <p>Music: Beat, Rhythm and Rhyme</p> <p>Students make and respond to rhymes and songs that focus on telling a story, rhyming words and rhythm. In term 4 they continue to build on their core music skills as they learn to apply them into new contexts.</p> <p>Students improvise and perform music. They demonstrate aural skills by keeping in time when they sing and play.</p>

TERM FOUR	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
	<p>Responding to text</p> <p>Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</p>	<p>Students engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count forwards and backwards from different starting points; represent quantities; compare quantities, match number names, numerals and quantities; identify parts in a collection; identify addition; join collections; represent addition experiences; make equal groups. • Using units of measurement —directly and indirectly compare the mass, length and capacity of objects; directly and indirectly compare the duration of events • Location and transformation — describe position, describe direction. 	<p>Move it, move it</p> <p>Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p>	<p>My special places <i>Continued from Term 3</i></p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What are places like and what makes them special? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a 'place' has features and a boundary that can be represented on maps or globes • recognise that what makes a 'place' special depends on how people view the place or use the place • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • describe special places and the reasons they are special to people • reflect on learning to suggest ways they could contribute to the caring of a special place. 	<p>I am safe</p> <p>Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand what children should do to keep themselves safe in different situations • understand the dangers of different places and things in a household • understand how following rules can keep children safe at home • understand the safe behaviours to follow with medicines and around poisons • understand the hazards associated with different water areas and how to stay safe in and around water • understand how fires start and how to be safe in fire emergencies • describe and demonstrate protective behaviours and actions that help keep them safe in various situations. <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p> <p>Animal groove</p> <p>Students explore the elements of movement (speed, level and shape) and perform movement in response to music. They also describe how their body responds to movement.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop fundamental movement skills (galloping, leaping, rolling and balancing). • explore shape, direction, level and time when performing fundamental movement skills. • combine fundamental movement skills and apply the elements of movement to perform movement sequences. 		<p>Media Arts: Family stories <i>Continued from Term 3</i></p> <p>Students create media artworks to present a story about their family.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings • experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story • present stories in digital form to communicate ideas • describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language <p>Music: Beat, Rhythm and Rhyme <i>Continued from Term 3</i></p> <p>Students make and respond to rhymes and songs that focus on telling a story, rhyming words and rhythm. In term 4 they continue to build on their core music skills as they learn to apply them into new contexts.</p> <p>Students improvise and perform music. They demonstrate aural skills by keeping in time when they sing and play.</p>