

	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
TERM ONE	<p>Exploring characters in stories</p> <p>Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions. They demonstrate reading accuracy, fluency and comprehension of character development.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growth patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction, explore commutativity. • Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units. • Chance — describe the outcomes of familiar events. • Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data. 	<p>Living adventure</p> <p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.</p>	<p>My changing life</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How has my family and daily life changed over time? <p>Students:</p> <ul style="list-style-type: none"> • 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. 	<p>We all belong</p> <p>Students recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.</p> <p>Students:</p> <ul style="list-style-type: none"> • examine strengths and achievements and how they contribute to identity • understand different ways to demonstrate respect • understand how emotional responses influence their own and others' feelings • explore ways to help themselves and others feel they belong • practise strategies to be friendly and include others. <p>Playing with balls</p> <p>Students develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore rules and fair play practices. • perform fundamental movement skills to send, control and receive balls. • test and evaluate possible solutions to movement challenges. 	<p>Design and Technologies: Rocking the boat/Transport Services</p> <p>Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and developing design ideas • producing a puppet that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others and by sequencing the steps for the project. 	<p>Music: Notation Know-it-alls!</p> <p>Students make and respond to core repertoire as they explore reading and writing simple rhythms using the notes ta, titi and za.</p> <p>Students communicate about the music they make and perform. They compose and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

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TERM TWO	<p>Engaging with poetry</p> <p>Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems. • Fractions and decimals — investigate wholes and halves, partition to make equal parts • Money and financial mathematics — explore features of Australian coins. • Patterns and algebra — investigate and describe repeating and growing patterns, connect counting sequences to growth patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns • Using units of measurement — describe the duration of an hour, explore and tell time to the hour. • Shape — Investigate the features of three-dimensional objects & two-dimensional shapes, & describe two-dimensional shapes & three-dimensional objects. • Location and transformation — explore and describe location, investigate and describe position, direction and movement, interpret directions. 	<p>Material madness</p> <p>Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.</p>	<p>My changing life <i>Continued from Term 1</i></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How has my family and daily life changed over time? <p>Students:</p> <ul style="list-style-type: none"> • 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. 	<p>Equipped to move</p> <p>Students explore movement in response to music. Students perform sequences of movements to music incorporating elements of movement.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop and practise fundamental movement skills. • interact with equipment and explore the elements of movement while performing fundamental movement skills. • create and develop movement sequences that incorporate elements of movement. <p>Good choices, healthy me</p> <p>Students 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 describe actions that keep themselves and others healthy in different situations.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand the meaning of being healthy • recognise situations and opportunities to promote health • understand the relationship between personal actions and being healthy • identify and explain actions related to health messages • recognise situations and opportunities to promote healthy choices 	<p>Design and Technologies Rocking the boat/Transport Services <i>Continued from Term 1</i></p> <p>Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and developing design ideas • producing a puppet that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others and by sequencing the steps for the project. 	<p>Music: Notation Know-it-alls! <i>Continued from Term 1</i></p> <p>Students continue to explore music notation through the introduction of the notes G and E on the treble staff and how to play them on the ukulele.</p> <p>Students communicate about the music they make and perform. They compose and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

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TERM THREE	<p>Retelling a story</p> <p>Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story providing details and using knowledge of text structure. Students respond to imaginative stories making connections between personal experiences and the text.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — recall, represent and, count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; adding single and two-digit numbers; represent, explore doubling and halving; record and solve simple addition and subtraction problems. • Money and financial mathematics - recognise, describe, and order Australian coins according to their value. • Patterns and algebra — recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence. • Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe durations in time, tell time to the half hour; represent times on digital and analog clocks. • Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects. • Location and transformation - give and follow directions; investigate position, direction and movement. 	<p>Exploring light and sound</p> <p>Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.</p>	<p>My changing world</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What are the features of my local places and how have they changed? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at the personal and local scale, including familiar places, for example, 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 and interviews to investigate a local place • reflect on learning to respond to questions about how features of places can be cared for. 	<p>My safety, my responsibilities</p> <p>Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p> <p>Students:</p> <ul style="list-style-type: none"> • examine safe and unsafe situations and strategies to keep safe • recognise and rehearse strategies that help keep them safe • explore how responsibilities increase as they grow older • examine situations where they may need to seek help from others • recognise safety clues and rehearse strategies they can use to seek help. <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p> <p>I'm a 'balliever'</p> <p>Students develop locomotor and object control skills. Students experiment with using different equipment and parts of their body. They propose a range of alternatives and test their effectiveness when solving movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop the fundamental skills of two-handed catching, two-handed throwing, basketball dribbling and soccer ball dribbling. • understand different ways the body reacts to physical activity. • test, trial and evaluate possible solutions in two-handed throwing, two-handed catching, soccer ball dribbling and basketball dribbling movement challenges. 	<p>Digital Technologies Handy Helpers</p> <p>Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and explore how digital and information systems are used for particular purposes in daily life • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems 	<p>Visual Arts: What are you thinking?</p> <p>Students explore how changes in facial features, style and form communicate emotion in portraiture.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the visual language of portraiture in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks • experiment with visual conventions (drawing, photography) and observation to create self-portraits to communicate emotion • display artworks and share ideas about emotive visual language choices they made in their artworks • describe and interpret emotion in self-portraiture. <p>Music: Showtime</p> <p>Students take a closer look at where and why people make music as well as the four instrumental families and how they make their sound. In term 4, students continue to develop their ukulele skills as they work towards their first in-class performance.</p> <p>Students communicate about the music they listen to, and where and why people make music. Students arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

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TERM FOUR	<p>Creating digital procedural texts</p> <p>Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language features and text structures of procedural texts in imaginative and informative contexts. Students create a digital presentation of a procedure from a literary context.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts. • Fractions and decimals — identify one half. • Patterns and algebra - describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns. • Chance — identify the chance of events occurring, predict outcomes of familiar events. • Data representation and interpretation — ask suitable questions to collect data, collect and represent data. 	<p>Changes around me</p> <p>Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p>	<p>My changing world <i>Continued from Term 3</i></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What are the features of my local places and how have they changed? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at the personal and local scale, including familiar places, for example, 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 and interviews to investigate a local place • reflect on learning to respond to questions about how features of places can be cared for. 	<p>Catch me if you can</p> <p>Students participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop the fundamental movement skill of dodging • develop skills and strategies to tag/evade others in tagging games • test alternatives and solve movement challenges. • develop skills to play fairly and work together during tagging games. <p>A little independence</p> <p>Students describe physical and social changes that occur as they grow. They recognise their own and others' strengths and achievements and discuss how these contribute to identities. Students recognise similarities and differences in individuals and groups.</p> <p>Students:</p> <ul style="list-style-type: none"> • describe changes that occur as individuals grow older • describe how family and community acknowledge changes • recognise similarities and differences in individuals. • identify factors that influence personal identities. • discuss how differences and similarities are celebrated and respected. 	<p>Digital Technologies: Handy Helpers <i>Continued from Term 3</i></p> <p>Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and explore how digital and information systems are used for particular purposes in daily life • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems 	<p>Visual Arts: What are you thinking? <i>Continued from Term 3</i></p> <p>Students explore how changes in facial features, style and form communicate emotion in portraiture.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the visual language of portraiture in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks • experiment with visual conventions (drawing, photography) and observation to create self-portraits to communicate emotion • display artworks and share ideas about emotive visual language choices they made in their artworks • describe and interpret emotion in self-portraiture. <p>Music: Showtime <i>Continued from Term 3</i></p> <p>Students take a closer look at where and why people make music as well as the four instrumental families and how they make their sound. In term 4, students continue to develop their ukulele skills as they work towards their first in-class performance.</p> <p>Students communicate about the music they listen to, and where and why people make music. Students arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>