

English	Science	HASS	
<p><b>Exploring and Retelling Stories</b></p> <p><b>Reading</b> Students engage with a variety of literature including the oral narrative structure and literature through picture books, stories, short films, animations and texts written by Australian and world authors. Sequences of events and everyday happenings with recognisable characters are evident in these texts. Students discuss features of stories including plot, character and settings and make connections with their own experiences.</p> <p><b>Writing and Creating</b> They retell key events through writing, drawing and/or digital tools and share ideas with peers.</p> <p><b>Speaking and Listening</b> Students orally retell stories and offer an opinion about the story, and how the story reflects own experiences.</p>	<p><b>Exploring Light and Sound</b></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><b>Assessment Task – Experimental investigation</b> Students participate in a guided investigation designing a toy that makes sound and describe the effects of interacting with it. Students sort objects according to criteria and share observations with others.</p>	<p><b>My Changing Life</b> How has my family and daily life changed over time?</p> <p><b>In this unit, students:</b></p> <ul style="list-style-type: none"> <li>• explore family structures and the roles of family members over time</li> <li>• recognise events that happened in the past may be memorable or have personal significance</li> <li>• identify and describe important dates and changes in their own lives</li> <li>• compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li> <li>• respond to questions about the recent past</li> <li>• sequence and describe events of personal significance using terms to describe the passing of time</li> <li>• examine sources, such as images, objects and family stories, that have personal significance</li> </ul>	
Mathematics			
<p><b>Number and Algebra</b></p> <p>Students demonstrate how one- and two-digit numbers can be partitioned in different ways.</p> <p>They solve problems involving addition and subtraction of numbers to 20 and use physical or virtual materials and diagrams when modelling practical problems involving addition, subtraction, and use calculation strategies to solve them.</p>	<p><b>Measurement and Space</b></p> <p>Students make direct and indirect comparisons and begin to use uniform informal units to measure duration of events.</p>	<p><b>Statistics and Probability</b></p> <p>Not assessed this term.</p>	
Physical Education – Specialist	Health	Languages – Japanese	
<p><b>Mr Rose or Miss Wood</b></p> <p>Students demonstrate fundamental movement skills performing running, jumping and throwing in an athletics context. They perform movement sequences that are the foundation for running events, shot put, high jump and long jump.</p>	<p><b>Mr Rose or Miss Wood</b></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 how to keep themselves and others healthy in different situations.</p>	<p><b>Mrs McDonald</b></p> <p>In this unit, students use language to engage with simple traditional Japanese stories. Students will:</p> <ul style="list-style-type: none"> <li>• listen to and view traditional stories in written forms.</li> <li>• express preferences for scenes, storylines and or styles</li> <li>• translate and interpret genre-specific texts</li> <li>• analyse and understand the systems of language relating to script recognition and structure of texts</li> <li>• participate in intercultural experiences to notice and compare the language and culture relating to traditional stories.</li> </ul>	
Technologies	The Arts		
<p><b>Digital Technologies – Mr Jake</b></p> <p><b>Materials and technologies specialisations</b> In this unit, students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show. Students apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>• investigating materials, technologies for shaping and joining, and how designs meet people’s needs</li> <li>• generating and refining design ideas</li> <li>• producing a puppet that meets the design brief</li> <li>• evaluating their design and production processes</li> <li>• collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project</li> </ul>	<p><b>Specialist Music – Mrs Hodgson</b></p> <p>In Music, students will:</p> <ul style="list-style-type: none"> <li>• develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes</li> <li>• sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community</li> <li>• respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul>	<p><b>Specialist Visual Arts – Ms Susi</b></p> <p>In this unit, students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places. Students will:</p> <ul style="list-style-type: none"> <li>• explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal peoples, Torres Strait Islander peoples and Asian artists and use this to develop their own artworks</li> <li>• experiment with visual conventions (printmaking, mixed media, collage, and drawing) to create expressive observational artworks about places</li> <li>• display artworks and share ideas about emotive visual language choices they made in their artworks</li> <li>• describe and interpret artists’ personal connection to place.</li> </ul>	<p><b>Specialist Dance – Mr Hyde</b></p> <p>Students use the elements of dance to structure dance sequences that demonstrate fundamental movement skills to represent ideas.</p>