

English	Science	HASS	
<p><b>Writing information texts</b></p> <p><i>Reading and Viewing</i> Students engage with a variety of authentic texts, including non-fiction texts, through shared reading, viewing and storytelling. These texts include topics that reflect upon and expand their world. They consist of a range of literature from Australian and world authors, including First Nations Australian authors.</p> <p>Students make connections between layout, images and text types. They expand topic-specific vocabulary through planned and informal experiences with texts, images, and objects.</p> <p>Students read words including CVC and some high-frequency words. They solve unknown words by using phonic decoding.</p> <p><i>Speaking and Listening</i> Students create short spoken texts for the purpose of reporting information.</p> <p><i>Writing and Creating</i> Students draw and write to create short texts that record and report ideas using learnt vocabulary. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.</p>	<p><b>Our material world</b></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 scientific 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><b>My family history</b> <i>What is my history and how do I know?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• explore the nature and structure of families</li> <li>• identify their own personal history, particularly their own family backgrounds and relationships</li> <li>• examine diversity within their family and others</li> <li>• investigate familiar ways family and friends commemorate past events that are important to them</li> <li>• recognise how stories of families and the past can be communicated through sources that represent past events</li> <li>• present stories about personal and family events in the past that are commemorated.</li> </ul>	
Mathematics			
<p><b>Number and Algebra</b></p> <p>Students look for and make connections between number names, numerals and quantities, and compare quantities from one to ten. They partition and combine collections up to 10.</p>	<p><b>Measurement and Space</b></p> <p>Students identify the length of objects and use direct comparison strategies to compare objects. They communicate their reasoning.</p> <p>Students name, create and sort familiar shapes and give their reasoning.</p>	<p><b>Statistics and Probability</b></p> <p>Not assessed this term.</p>	
Physical Education – Specialist	Health	Languages – Japanese	
<p>Miss Wood</p> <p><b>Athletics</b></p> <p>In this unit, students develop the fundamental movement skills of running, throwing, jumping and working with others. They apply these skills to solve movement challenges.</p>	<p>Classroom Teacher</p> <p><b>Personal and Social Awareness</b></p> <p>In this unit, students identify and describe different feelings and use appropriate language to make connections between feelings, body reactions and body language. Students will also identify their strengths and interests and how these contribute to their identity.</p>	<p>Mrs McDonald</p> <p>In this unit, students reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and Japanese.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• use language to introduce themselves and identify others</li> <li>• interact with the teacher and other students to identify body parts, sing songs and play games involving moving the body</li> <li>• present a children’s song with actions and movement in Japanese and English</li> <li>• reflect on similarities and differences in ways of introducing and giving information about oneself.</li> </ul>	
Technologies	The Arts		
<p>Mr Jake</p> <p><b>Materials and technologies specialisations</b></p> <p>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.</p> <p>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.</p> <p>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>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>