

English	Science	HASS	
<b>Recounting a Simple Narrative</b>	<b>Move It, Move It</b>	<b>My Special Places</b> <i>What are places like and what makes them special?</i>	
<p><b>Reading and Viewing</b> Students engage with spoken, written and multimodal texts that feature characters, have a beginning, clear events and an ending. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories and poems.</p> <p><b>Speaking and Listening</b> Students recount events in stories to develop ideas for their writing.</p> <p><b>Writing and Creating</b> Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar experiences. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.</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>In this unit, students study places where they live or other places that are familiar to them. They will label the features of places and look at how they are represented on maps and globes. Students will recognise that what makes a place special is dependent on how people view the place or use the place. They will observe and represent the location and features of places using pictorial maps and models.</p> <p>Students will examine sources to identify ways that people care for special places. They will describe special places and the reasons they are special to people. Students will reflect on learning to suggest ways they could contribute to the caring of a special place.</p>	
Mathematics			
<p><b>Number and Algebra</b> Students:</p> <ul style="list-style-type: none"> <li>make connections between number names, numerals and position in the sequence of numbers from zero to at least 20</li> <li>use subitising and counting strategies to quantify collections</li> <li>compare the size of collections to at least 20</li> <li>represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10</li> <li>copy and continue repeating patterns</li> </ul>	<p><b>Measurement and Space</b> Students:</p> <ul style="list-style-type: none"> <li>use direct comparison strategies to compare duration of events</li> <li>sequence and connect familiar events to the time of day</li> </ul>	<p><b>Statistics and Probability</b></p> <p>Not assessed this term</p>	
Health and Physical Education		Languages – Japanese	
<p><b>Physical Education - Mr Rose/ Miss McCabe</b></p> <p><b>Swimming</b></p> <p>In this unit, students participate in the Swimming Safety Program. They describe knowledge of sun safety and develop their strokes. Students will participate in the Junior Swimming Carnival at the end of the unit.</p>	<p><b>Health - Teacher</b></p> <p><b>Protective Behaviours</b></p> <p>In this unit, students identify what it feels like to be safe and unsafe. They will identify family, friends and others who they can trust to help them and practise ways to ask for help. By the end of this unit, students will understand they have the right to feel safe and to receive help.</p>	<p><b>Mrs McDonald</b></p> <p>In this unit, students use language to greet, introduce and describe themselves to new Japanese friends. Students use language and gestures to exchange gifts across cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>interact with others to exchange gifts</li> <li>convey information about items to be included in a package to Japan</li> <li>analyse and understand the systems of language relating to pronunciation and script recognition</li> <li>participate in intercultural experiences, noticing different language and behaviours associated with gift giving.</li> </ul>	
Technologies	The Arts		
<p><b>Digital Technologies – Mr Jake</b></p> <p>In this unit, students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They:</p> <ul style="list-style-type: none"> <li>identify and explore how digital and information systems are used for particular purposes in daily life</li> <li>represent data as symbols, pictures, numbers and words</li> <li>use features of digital tools to create, locate and communicate content</li> <li>use BookCreator to create a multimodal digital scrap book reflecting their year in Prep</li> </ul>	<p><b>Specialist Music – Mrs Hodgson</b></p> <p>In Music, students will:</p> <ul style="list-style-type: none"> <li>reinforce beat and finding the rhythmic patterns of words</li> <li>explore use of speaking versus singing voice and exploring material which allows them to produce elaborations and inventions of text, with a focus on rhymes</li> <li>explore comparatives of high/low, fast/slow, loud/soft</li> <li>respond to a variety of music with their bodies and with instruments</li> </ul>	<p><b>Specialist Visual Arts – Ms Susi</b></p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>explore the representation of humpback whales and other local sea creatures in artworks by artists including First Nations artists Delvene Cockatoo- Collins, Judy Watson and Oodgeroo Noonuccal.</li> <li>explore ideas, observations and use their imagination to create their own 2D artwork focused on sea creatures within a seascape.</li> <li>experiment with art mediums and develop techniques in applying watercolour, acrylic paint, charcoal and pastel.</li> <li>create a small sculpture of sea creature using clay.</li> </ul>	<p><b>Drama – Mr Hyde</b></p> <p>In Drama, students will use play, imagination and dramatic processes to explore ideas and create stories relevant to their lives and cultures.</p> <p>Students will create stories and scenes using various stimuli such as imagination, literature, images, songs, artworks and observations.</p>

