

English	Science	HASS	
<p><b>Sharing Opinions</b></p> <p><b>Reading and Viewing</b> Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, and dramatic performances. Through texts, students explore typical stages of narratives and discuss how language and visual features are used to describe and develop characters.</p> <p><b>Speaking and Listening</b> Students respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences. They participate in informal and structured discussions in response to texts and give short oral presentations.</p> <p><b>Writing and Creating</b> Students engage in shared and independent writing and/or learning experiences in response to texts.</p>	<p><b>Material Madness</b></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.</p>	<p><b>My changing world</b></p> <p>In this unit, students investigate “<i>What are the features of my local places and how have they changed?</i>”</p> <p>They:</p> <ul style="list-style-type: none"> <li>draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops</li> <li>identify and describe the natural, constructed and managed features of places</li> <li>examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places</li> <li>represent local places using pictorial maps and describe local places using the language of direction and location</li> <li>respond to questions to find out about the features of places, the activities that occur in places and the care of places</li> <li>collect and record geographical data and information</li> </ul>	
Mathematics			
<p><b>Number and Algebra</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>connect number names, numerals and quantities, and order numbers to at least 120</li> <li>partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120</li> <li>use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit</li> </ul>	<p><b>Measurement and Space</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>compare and order events based on duration, communicating their reasoning</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</b></p> <p><b>Swimming</b> <b>Entries and exits:</b> Safely enter and exit shallow water <b>Buoyancy:</b> Manoeuvre the body from one floating position to another. <b>Submergence:</b> Submerge the body completely in waist-deep water, eyes open and recover an object. <b>Swimming for survival:</b> Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke. <b>Survival sequence:</b> Perform a continuous survival sequence: scull, float or tread Water, signal for help, float holding a buoyant aid and kick to safety holding the aid. <b>Rescue and lifesaving:</b> Be rescued by grasping a rigid or non-rigid aid and being pulled to safety. <b>Water safety knowledge:</b> Describe actions to help keep themselves safe and healthy in, on and around water.</p>	<p><b>Health - Teacher</b></p> <p><b>My safety, my responsibilities</b></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. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p>	<p><b>Mrs McDonald</b></p> <p>In this unit (continued from Term 3), students use language to describe morning routines for getting ready for school in Japan and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>listen to Japanese children describing items packed in their schoolbag</li> <li>demonstrate appropriate greetings and leave-takings when leaving for and arriving at school</li> <li>analyse and understand the systems of language relating to script recognition</li> <li>participate in intercultural experiences to explore language and routines associated with school preparations and routines in Japan.</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>investigate simple problems that can be solved using digital systems</li> <li>use BookCreator to create a multimodal digital scrap book reflecting their experiences in Year 1</li> </ul>	<p><b>Specialist Music – Mrs Hodgson</b></p> <p>In Music, students will:</p> <ul style="list-style-type: none"> <li>identify rhythmic and melodic patterns in simple songs</li> <li>read and write these patterns using stick notation and solfege names</li> <li>identify same and different phrases and can comment on textures such as thick or thin</li> <li>develop in tune singing skills and playing various instruments including chime bars and ukulele</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 sculpture of sea creature using clay.</li> </ul>	<p><b>Drama – Mr Hyde</b></p> <p>In this unit, students will use elements of drama and dramatic play to create and co-create stories and contextual situations. They will use imagination and experience to support their ideas.</p> <p>Students will collaborate and improvise to explore ideas and create stories and dramatic roles.</p>