

English	Science	HASS	
<p>Responding to Imaginative Texts</p> <p>Reading and Viewing Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books and simple chapter books. Through texts, students discuss how characters and settings are connected in literature, and how language and visual features are used to convey actions, emotions and dialogue.</p> <p>Speaking and Listening Students use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts. They share ideas and express an opinion about a familiar character and their traits.</p> <p>Writing and Creating Students engage in shared and independent writing and/or learning experiences in response to texts.</p>	<p>Save Planet Earth</p> <p>Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p>	<p>My changing world</p> <p>In this unit, students investigate "How are people connected to their place and other places?" They:</p> <ul style="list-style-type: none"> draw on representations of the world as geographical divisions and Australia recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections 	
Mathematics			
<p>Number and Algebra Students:</p> <ul style="list-style-type: none"> regroup partitioned numbers to assist in calculations use mathematical modelling to solve practical multiplicative problems, representing the situation and choosing calculation strategies identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern 	<p>Measurement and Space</p> <p>Not assessed this term</p>	<p>Statistics and Probability</p> <p>Not assessed this term</p>	
Health and Physical Education		Languages – Japanese	
<p>Physical Education - Mr Rose</p> <p>Swimming Entries and exits: Safely enter and exit shallow water Buoyancy: Manoeuvre the body from one floating position to another. Submergence: Submerge the body completely in waist-deep water, eyes open and recover an object. Swimming for survival: Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke. Survival sequence: 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. Rescue and lifesaving: Be rescued by grasping a rigid or non-rigid aid and being pulled to safety. Water safety knowledge: Describe actions to help keep themselves safe and healthy in, on and around water.</p>	<p>Health - Teacher</p> <p>Stay Safe</p> <p>In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations.</p>	<p>Mrs McDonald</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"> listen to Japanese children describing items packed in their schoolbag demonstrate appropriate greetings and leave-takings when leaving for and arriving at school analyse and understand the systems of language relating to script recognition participate in intercultural experiences to explore language and routines associated with school preparations and routines in Japan. 	
Technologies	The Arts		
<p>Digital Technologies – Mr Jake</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"> identify and explore how digital and information systems are used for particular purposes in daily life represent data as symbols, pictures, numbers and words use features of digital tools to create, locate and communicate content investigate simple problems that can be solved using digital systems follow and describe algorithms (sequences of steps, decisions, repetition) use BookCreator to create a multimodal digital scrap book reflecting their experiences in Year 2 	<p>Specialist Music – Mrs Hodgson</p> <p>In Music, students will:</p> <ul style="list-style-type: none"> identify rhythmic and melodic patterns in simple songs read and write these patterns using stick notation and solfege names identify same and different phrases and can comment on textures such as thick or thin develop in tune singing skills and playing various instruments including chime bars and ukulele 	<p>Specialist Visual Arts – Ms Susi</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> 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. explore ideas, observations and use their imagination to create their own 2D artwork focused on sea creatures within a seascape. experiment with art mediums and develop techniques in applying watercolour, acrylic paint, charcoal and pastel. create a sculpture of sea creature using clay. 	<p>Drama – Mr Hyde</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>