

English		Science		HASS	
Information Texts		External Features of Plants and Animals		My family history	
<p><b>Reading and Viewing</b></p> <p>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. 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><b>Speaking and Listening</b></p> <p>Students create short spoken texts for the purpose of reporting information</p> <p><b>Writing and Creating</b></p> <p>Students draw and write to create short texts that record and report ideas using learnt vocabulary.</p>		<p>Students learn to classify plants and animals based on their external features. Students will make comparisons between humans and animals to identify similarities and differences. They begin to explore how to make observations and identify patterns in what they see. Students participate in scientific investigations where they pose questions and make predictions based on their personal experiences.</p>		<p>Students will investigate the inquiry question:</p> <p><b><i>What is my history and how do I know?</i></b></p> <p>They will:</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					
Number and Algebra		Measurement and Space			
<p>Students represent practical situations that involve quantifying, adding to and taking away from collections to at least 10. They partition and combine collections up to 10 in different ways, representing these with numbers.</p>		<p>Students engage in play-based activities to measure and compare length using vocabulary such as long and short.</p>			
Physical Education – Specialist		Health		Languages – Japanese	
Mr Massey		Classroom Teacher		Mrs McDonald	
Let’s get moving		Personal and Social Awareness		Who am I?	
<p>Students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges.</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>In this unit students will reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and Japanese.</p>	
Digital Technologies		The Arts			
Mr Christy		Specialist Music – Mrs Hodgson	Specialist Visual Arts – Ms Susi	Specialist Arts – Dance Mr Hyde	
<p>This semester, students will identify the purposes of common digital systems, including identifying the parts of an iPad, the responsible and safe use of an iPad and the use of different apps. They will experiment with very simple, step-by-step procedures and use this knowledge when coding a bee-bot robot to complete different tasks. Students will explore and create graphs from data collected about their class, using both digital and unplugged methods. Assessment of activities will be ongoing throughout the semester.</p>		<p>In this unit students will begin to develop their singing voice and the ability to keep the beat. Social skills such as turn taking and finding a partner will be a focus, along with developing fine and gross motor skills, confidence and creativity. Students will begin to discuss different ways that music can be performed such as fast/slow, loud/soft and high/low. Students will respond to music with movement and with untuned percussion.</p>	<p><b>The Enchanted Forest</b></p> <p><b>Focus Artist – Yayoi Kusama</b></p> <p>Students will explore the artworks of Yayoi Kusama exploring shape, pattern, form and colour. Students will discuss how they feel about various Yayoi Kusama artworks. They will create a Kusama inspired enchanted forest using mixed media including paint, pen, pencils and crayon.</p>	<p>In Creative Dance this term students will explore dances from different cultures and discuss the importance of dance in the social fabric of their lives, giving a sense of belonging. Students will use elements of dance to create and perform folk dance sequences that demonstrate fundamental movement skills to represent ideas in response to stimulus. Students will observe safe practices.</p>	