

English		Science		HASS	
Exploring Informative texts		Living Adventure		My changing life <ul style="list-style-type: none"><li>How has my family and daily life changed over time?</li></ul>	
<p><b>Reading</b></p> <p>Students participate in shared reading and viewing of authentic texts including non-fiction texts. These texts may include topics being studied in other learning areas, oral narrative traditions and literature of First Nations Australians and new content on familiar topics with supporting illustrations and diagrams.</p> <p>Students explore how texts such as reports and factual descriptions are organised according to their purpose.</p> <p><b>Writing</b></p> <p>Students will create a short factual description.</p>		<p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.</p> <p><b>Assessment Task – Describing a habitat</b> <i>Short answer questions</i></p> <p>Students describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions and share their observations with others.</p>		<p><b>In this unit, students:</b></p> <ul style="list-style-type: none"><li>explore family structures and the roles of family members over time</li><li>recognise events that happened in the past may be memorable or have personal significance</li><li>identify and describe important dates and changes in their own lives</li><li>compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li><li>respond to questions about the recent past</li><li>sequence and describe events of personal significance using terms to describe the passing of time</li><li>examine sources, such as images, objects and family stories, that have personal significance</li></ul>	
Mathematics					
Number and Algebra		Measurement and Space		Statistics and Probability	
Students: <ul style="list-style-type: none"><li>demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones</li><li>solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies</li></ul>		Students make, compare and classify shapes and objects using obvious features		Not assessed this term	
Physical Education – Specialist		Health		Languages – Japanese	
Mr Rose		Classroom Teacher		Mrs McDonald	
This unit introduces Year 1 students to AFL through fun, imaginative play and movement games. The focus is on developing fundamental movement skills like running, kicking, catching, and handballing in a safe and encouraging environment. Students explore the basics of playing in a group, learning about sharing, taking turns, and following simple rules. Games are designed to build confidence and promote fair play.		Students demonstrate skills and describe strategies required to develop respectful relationships.		<p><b>“Family”</b></p> <p>In this unit, students will use Japanese to communicate information about their families. They will also compare similarities and differences between ways of referring to family members.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>present information and respond to questions about their families</li><li>listen to information about Japanese and Australian families</li><li>demonstrate and identify language used to describe relationships</li><li>analyse and understand the systems of language relating to pronunciation and script recognition</li><li>participate in intercultural experiences to notice similarities and differences in the concept of family, group belonging and respect.</li></ul>	
Digital Technologies		The Arts			
Mr Christy		Specialist Music – Mrs Hodgson	Specialist Visual Arts – Ms Susi		Specialist Dance - Steve Hyde
This term, students will continue to 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 complex, step-by-step procedures and use this knowledge when coding a bee-bot robot to complete different tasks. Students will be introduced to more complex coding ideas using the app Scratch Junior. They 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.		In this unit students will be given many opportunities through singing many limited range simple songs to develop their in-tune singing voice. Students will also work towards identifying and differentiating between the beat and rhythm in the songs they sing. Listening skills and classroom procedures will also be a focus. They will discuss many different places that people make music and why they make music.	<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, colour and composition. Students will use mixed media to create an ‘Enchanted Forest ‘artwork inspired by Kusama . Students will discuss how people across cultures and communities experience visual arts.</p>		In Creative Dance students will use elements of dance to create and perform dance sequences that demonstrate fundamental movement skills to represent ideas in response to stimulus. Students will observe safe practices.