

English		Science		HASS	
Exploring and Sharing Experiences		Our Material World		My special places <i>What are places like and what makes them special?</i>	
<p><b>Reading and Viewing</b> Students engage with authentic texts that contain straightforward sequences of events and everyday happenings including picture books, films, stories and non-fiction. They also read, view and comprehend texts including simple decodable texts aligned with phonic development, Through texts, students recognise and develop awareness of vocabulary used in familiar contexts. They explore language for expressing and developing ideas when retelling experiences or events in stories. Students make connections to personal or character experiences and explore how feelings and preferences relating to these experiences might be expressed.</p> <p><b>Speaking and Listening</b> Students engage in shared and independent learning experiences to create short spoken texts to retell events in stories and everyday happenings, using language to sequence events, and express thoughts and feelings.</p> <p><b>Writing and Creating</b> Students draw and write to create short texts to retell events in stories or experiences. They also engage in shared and independent writing to create written texts involving a range of text types and topics.</p>		Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose scientific questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.		Students study places where they live or other places that are familiar to them. They label the features of places and look at how they are represented on maps and globes. Students recognise that what makes a place special is dependent on how people view the place or use the place. They observe and represent the location and features of places using pictorial maps and models.	
				Students examine sources to identify ways that people care for special places. They describe special places and the reasons they are special to people. Students reflect on learning to suggest ways they could contribute to the caring of a special place.	
Mathematics					
Number and Algebra Students look for and make connections between number names, numerals and quantities, and use subitising and counting strategies to quantify collections and compare quantities, using mathematical reasoning in active learning experiences. They explore situations, sparked by curiosity, using physical and virtual materials to represent sort, quantify, partition, combine by adding to and taking away from collections to at least 10 and solve these as everyday problems.		Measurement and Space Students use direct comparison strategies to compare the length of time events take and describe duration using familiar terms and reasoning.		Statistics and Probability Not assessed this term.	
Physical Education – Specialist		Health		Languages – Japanese	
Mr Massey		Class Teacher		Mrs McDonald	
Who wants to play?  Students demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.		Respectful Interactions  In this unit, students explore and practise respectful behaviours as well as identify situations when they need to use safe behaviours. Students will also explore what it means to belong, how it feels to belong and identify groups to which they belong.		Mascots  Students will explore the Japanese concept of kawaii (cute) through mascots. They will begin to use vocabulary for descriptions including colours and be exposed to a variety of different mascots. Students will also learn about the Japanese sound system and the effect it has on borrowed words.	
Technologies		The Arts			
Design and Technology – Mr Christy		Specialist Music – Mrs Hodgson		Specialist Visual Arts – Ms Susi	
Where Does Our Food Come From? In Design and Technologies, students explore where food comes from and how it reaches us. They learn that some foods come from plants and others from animals. Through shared stories, images, and discussions, students identify a range of familiar fruits and vegetables, and consider how they are grown, harvested and used. As part of their design task, students plan and create their own fruit or vegetable animal using images or real materials. They identify what fruit or vegetables they would need, draw or arrange their design, and then reflect on what they made. This unit builds early design thinking skills such as planning, creating and evaluating, while encouraging creativity and learning about healthy food in a fun, hands-on way.		In Music students learn a varied repertoire of songs and rhymes. They work on speaking verses singing voice. Students explore the comparatives high/ low, loud/soft, fast/slow as well as move and respond to the beat. They play a variety of untuned percussion as well as dance and respond to music.		In this unit, students explore shapes, colour and line. They experiment with these elements to create abstract artworks. Students also explore portrait artworks from The Archibald Awards and then create their own self portrait using a wide variety of materials.	
				Drama – Mr Hyde Students use play, imagination and dramatic processes to explore and share stories and ideas they encounter. Students describe experiences and observations of drama in their lives and in the community.	