

English		Science		HASS	
Exploring Procedural Texts and Expressing Opinions		Exploring Sky and Land		My changing world <i>What are the features of my local places and how have they changed?</i>	
<p><b>Reading and Viewing</b> Students engage with a range of texts that contain topics or story elements that can be presented as a procedure. They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books and various types of information texts.</p> <p>Through texts students explore text structures, language features and visual features of simple procedures.</p> <p><b>Speaking and Listening</b> Students participate in informal and structured discussions and give short oral presentations. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary.</p> <p>Students respond to procedural texts, exploring language to express opinions, including modal verbs, as well as persuasive text structures to provide reasons for opinions using a small number of details.</p> <p><b>Writing and Creating</b> Students engage in shared and independent writing and/or learning experiences to create procedural texts.</p>		Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.		<p><b>In this unit, students:</b></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					
Number and Algebra Students: <ul style="list-style-type: none"><li>demonstrate that numbers can be represented, partitioned and composed in various ways and extend their knowledge of numbers beyond two digits</li><li>use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li></ul>		Measurement and Space Students: <ul style="list-style-type: none"><li>use spatial features to classify shapes and objects, recognise shapes and objects in the environment, and communicate reasoning</li><li>explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning</li><li>measure the length of shapes and objects using uniform informal units in an everyday situation</li></ul>		Statistics and Probability Not assessed this term	
Physical Education – Specialist		Health		Languages – Japanese	
Mr Rose		Teacher		Mrs McDonald	
“What a strike!” In this unit, students develop the object-control skills of striking, rolling, catching and throwing through active participation in activities, games and movement challenges. They apply rules and fair play practices and explain how physical activity can increase health and wellbeing.		We all belong Students recognise similarities and differences in individuals and groups and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.		What’s in My Lunchbox? In this unit, students discuss different eating practices and use language to describe food preferences and compare children’s lunches in Australia and Japan. Students also identify and analyse the use of borrowed words for food and drinks.	
Technologies		The Arts			
Design Technologies – Mr Christy		Specialist Music – Mrs Hodgson		Specialist Visual Arts – Ms Susi	
How Food Gets to Us and Who Helps In Design and Technologies, students explore where food comes from and how people like farmers use tools and design solutions to grow and prepare food. They learn that food comes from both plants and animals and investigate simple food production processes. Students consider the challenges farmers face — such as watering crops or keeping food safe — and explore how technologies and tools help solve these problems. Using drawings and simple materials, students design their own idea to help with a farming or food-related task. They explain their design, list the materials needed, and reflect on how their solution meets a need.		This semester in Music students continue to identify rhythmic and melodic patterns in simple songs. Students clap the beat of a song and differentiate the rhythm from the beat. They begin to read and write these patterns using stick notation and solfege names. Students continue developing in tune singing skills and respond to a variety of music with movement and instruments.		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	
				In drama students use imagination and make believe to create roles and situations in improvised and structured dramatic play. They perform in informal settings. Students identify where they may experience drama in their lives and the role it plays in cultural contexts and communities.	