

English		Science		HASS	
Recounting a Simple Narrative		Move It, Move It		My Special Places <i>What are places like and what makes them special?</i>	
Reading and Viewing Students engage with spoken, written and multimodal texts that feature characters, have a beginning, clear events and an ending. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories and poems. Speaking and Listening Students recount events in stories to develop ideas for their writing. Writing and Creating Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar experiences. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.		Students use their senses to observe and explore the properties and movement of objects. They describe how objects move and how factors including their size, shape or material influence their movement. Students pose questions, predict, make observations and identify patterns. Students share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.		In this unit, students study places where they live or other places that are familiar to them. They will label the features of places and look at how they are represented on maps and globes. Students will recognise that what makes a place special is dependent on how people view the place or use the place. They will observe and represent the location and features of places using pictorial maps and models. Students will examine sources to identify ways that people care for special places. They will describe special places and the reasons they are special to people. Students will reflect on learning to suggest ways they could contribute to the caring of a special place.	
Mathematics					
Number and Algebra Students: - make connections between number names, numerals and position in the sequence of numbers from zero to at least 20 - use subitising and counting strategies to quantify collections - compare the size of collections to at least 20		Measurement and Space Students: - use direct comparison strategies to compare duration of events - sequence and connect familiar events to the time of day		Statistics and Probability Not assessed this term	
Health and Physical Education				Languages – Japanese	
Physical Education - Mr Massey		Health – Classroom Teacher		Mrs McDonald	
Swimming		Protective Behaviours		Sending greetings to Japan	
In this unit, students participate in the Swimming Safety Program. They describe knowledge of sun safety and develop their strokes. Students will participate in the Junior Swimming Carnival at the end of the unit.		As part of Day for Daniel, students identify what it feels like to be safe and unsafe. They will identify family, friends and others who they can trust to help them and practise ways to ask for help. Students will understand they have the right to feel safe and to receive help.		Students will use language to greet, introduce and share information about themselves to new Japanese friends. Students will also use language and gestures to discuss exchanging gifts across cultures.	
Technologies		The Arts			
Digital Technologies – Mr Christy		Specialist Music – Mrs Hodgson		Specialist Visual Arts – Ms Susi	
Where Does Our Food Come From?		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 from a variety of genres.		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.	
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.				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. This term we are retelling the story Rosie’s Walk. The children will use masks and costume to realise the characters. Alternative events and enhancements are encouraged to expand and develop the basic story.	