

English	Science	HASS	
Imaginative Narratives	Push and Pull	My changing world <i>What are the features of my local places and how have they changed?</i>	
Reading and Viewing Students engage with a range of texts which depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure. Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning.	Students build on understanding of how science involves observing, asking questions and representing patterns, as they investigate factors influencing ways that objects move, including push and pull force and surface characteristics. Students follow safe procedures and use digital tools as appropriate to answer questions, test their predictions and collect informal measurements of how far objects move when different pushing and pulling forces are applied. With guidance, students are supported to compare their predictions with observations, and infer from their observations and measurements how push and pull forces start or stop the motion of different objects and/or change their shape or direction of travel. They represent push and pull forces and engage with ways of describing their representations using everyday and scientific vocabulary.	In this unit, students: - draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops - identify and describe the natural, constructed and managed features of places - examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places - represent local places using pictorial maps and describe local places using the language of direction and location - respond to questions to find out about the features of places, the activities that occur in places and the care of places - collect and record geographical data and information	
Mathematics			
Number and Algebra Students: - demonstrate that numbers can be represented, partitioned and composed in various ways (for example: partition collections into equal groups, skip count) and extend their knowledge of numbers beyond two digits - use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit	Measurement and Space Not assessed this term.	Statistics and Probability Not assessed this term.	
Physical Education – Specialist	Health	Languages – Japanese	
Physical Education – Mr Rose/Mr Massey	Health – Classroom Teacher	Mrs McDonald	
Swimming 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.	Protective Behaviours 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.	What’s in My Lunchbox? Students will continue discussing different eating practices and use language to describe food preferences and compare children’s lunches in Australia and Japan. Students will 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	Drama – Mr Hyde
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.	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.