

English		Science		HASS	
Engaging with Narrative Texts		Push and Pull		Present connections to places	
Reading and Viewing Students engage with a range of texts which build on students’ knowledge of narrative text structure and language features. Students read, view and comprehend narrative texts, including simple texts that support students’ transition to becoming independent readers. Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas. Writing and Creating Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary. Speaking and Listening Students use interaction skills when engaging in discussions about texts they have read.		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 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 travel. They represent push and pull forces and engage with ways of describing their representations using everyday and scientific vocabulary.		How are people connected to their place and other places? Students: - draw on representations of the world as geographical divisions and the location of Australia - recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another - identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale - understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world - represent connections between places by constructing maps - examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections	
Mathematics					
Number and Algebra Students:		Measurement and Space Students:		Statistics and Probability Not assessed this term	
- continue to build fluency using addition, subtraction and multiplication facts - use physical and virtual materials to represent numbers - partition and combine numbers flexibly using part-part-whole models - identify related addition and subtraction operations and use them to solve unfamiliar calculations - identify and represent part-whole relationships of halves, quarters and eighths		- read time on an analogue clock - determine the number of days between events using a calendar			
Physical Education – Specialist		Health		Languages – Japanese	
Mr Rose		Class 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 – Teacher	
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 students continue to audiate, create and perform, developing melodic and rhythmic knowledge. They create and perform repeated patterns as accompanying parts. They do this with songs and speech rhymes, using body percussion, untuned percussion as well as chime bars and ukulele. They respond to music of First Nations people, as well as respond to music they are singing and creating. They sing simple songs in canon and perform partner songs. They also learn to pluck and strum on the ukulele, including reading simple songs from the music staff.		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 explore drama that they experience at home, school or through family and community events. Students use images, events, scripts and observations as inspiration for their own drama. They develop creative practices for creating and performing drama, using drama elements such as role, movement, character, relationships, voice, tension and focus. Students will perform/share drama in informal settings such as classroom presentations.	