

English	Science	HASS	
<p>Sharing Character Opinions</p> <p>Reading and Viewing Students engage with a range of texts that 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, stories, and dramatic performances. Through texts, students explore typical stages of narratives and discuss how language and visual features are used to describe and develop characters.</p> <p>Speaking and Listening Students respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences. They participate in informal and structured discussions in response to texts and give short oral presentations.</p> <p>Writing and Creating Students engage in shared and independent writing and/or learning experiences in response to texts.</p>	<p>Living Adventure</p> <p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.</p>	<p>My changing life</p> <p>In this unit, students investigate the inquiry question: <i>How has my family and daily life changed over time?</i></p> <ul style="list-style-type: none"> • explore family structures and the roles of family members over time • recognise events that happened in the past may be memorable or have personal significance • identify and describe important dates and changes in their own lives • compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences • respond to questions about the recent past • sequence and describe events of personal significance using terms to describe the passing of time • examine sources, such as images, objects and family stories, that have personal significance • share stories about the past. 	
Mathematics			
<p>Number and Algebra</p> <p>connect number names, numerals and quantities, and order numbers to at least 120</p> <p>demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones</p>	<p>Measurement and Space</p> <p>give and follow directions to move people and objects within a space</p>	<p>Statistics and Probability</p> <p>collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies</p>	
Physical Education – Specialist	Health	Languages – Japanese	
<p>Mr Rose</p> <p>Entries and exits: Safely enter and exit shallow water using methods suitable for the water location.</p> <p>Buoyancy: Manoeuvre the body from one floating position to another.</p> <p>Submergence: Submerge the body completely in waist-deep water, eyes open and recover an object.</p> <p>Swimming for survival: Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke.</p> <p>Survival sequence: Perform a continuous survival sequence: scull, float or tread water for 1 minute; signal for help; float for 1 minute holding a buoyant aid; kick to safety holding the aid.</p> <p>Rescue and lifesaving: Be rescued by grasping a rigid or non-rigid aid and being pulled to safety.</p> <p>Water safety knowledge: Describe actions to help keep themselves safe and healthy in, on and around water. Demonstrate understanding of: hazards in familiar water locations; rules for safe behaviour around the water; the signal for help; safety signage.</p>	<p>Classroom Teacher</p> <p>Unit 1: A little independence</p> <p>Students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences and recognise how diversity contributes to identities.</p>	<p>Mrs McDonald</p> <p>Family</p> <p>In this unit, students will use Japanese to communicate information about their families. They will also compare similarities and differences between ways of referring to family members.</p> <p>Students will:</p> <ul style="list-style-type: none"> • present information and respond to questions about their families • listen to information about Japanese and Australian families • demonstrate and identify language used to describe relationships • analyse and understand the systems of language relating to pronunciation and script recognition • participate in intercultural experiences to notice similarities and differences in the concept of family, group belonging and respect between Australia and Japan. 	
Technologies	The Arts		
<p>Mr Christy</p> <p>Digital Technologies</p> <p>This semester, students will identify the purposes of common digital systems, including identifying the parts of an iPad, the responsible and safe use of an iPad and the use of different apps. They will experiment with complex, step-by-step procedures and use this knowledge when coding a bee-bot robot to complete different tasks. Students will be introduced to more complex coding ideas using the app Scratch Junior. They will explore and create graphs from data collected about their class, using both digital and unplugged methods. Assessment of activities will be ongoing throughout the semester.</p>	<p>Specialist Music – Mrs Hodgson</p> <ul style="list-style-type: none"> • In this unit students will be given many opportunities through singing many limited range simple songs to develop their in-tune singing voice. Students will also work towards identifying and differentiating between the beat and rhythm in the songs they sing. • Listening skills and classroom procedures will also be a focus. They will discuss many different places that people make music and why they make music. 	<p>Specialist Visual Arts – Ms Susi</p> <p>The Enchanted Forest Focus Artist – Yayoi Kusama</p> <p>Students will explore the artworks of Yayoi Kusama, exploring shape, pattern, form, colour and composition. Students will use mixed media to create an 'Enchanted Forest' artwork inspired by Kusama. Students will discuss how people across cultures and communities experience visual arts.</p>	<p>Specialist Dance – Mr Hyde</p> <p>In Creative Dance students will use elements of dance to create and perform dance sequences that demonstrate fundamental movement skills to represent ideas in response to stimulus. Students will observe safe practices.</p>