

English	Science		HASS	
<p><b>Informative Texts</b></p> <p><b>Reading</b> Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these.</p> <p>Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations.</p> <p>Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose.</p> <p><b>Writing</b> Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.</p>	<p><b>Earth and Space Sciences</b></p> <p>Students explore Earth as part of a larger system in space. They learn about the sun, moon and stars through images, models and simple observations. Students begin to notice patterns, such as how the sun and moon appear to change position over time and how some things in the sky are seen during the day while others are seen at night.</p> <p>They also explore how people use these patterns, for example to navigate or predict events like meteor showers. Students will ask questions, make predictions and record their observations using simple tables, helping them recognise patterns and build their scientific vocabulary.</p>		<p><b>Present connections to places</b></p> <ul style="list-style-type: none"> <li>• <b>How are people connected to their place and other places?</b></li> <li>• Students:                             <ul style="list-style-type: none"> <li>• draw on representations of the world as geographical divisions and the location of Australia</li> <li>• 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</li> <li>• 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</li> <li>• understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world</li> <li>• represent connections between places by constructing maps</li> <li>• 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</li> </ul> </li> </ul>	
Mathematics				
<p><b>Number and Algebra</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• order and represent numbers to 1000</li> <li>• partition, rearrange and rename numbers to 1000</li> <li>• regroup partitioned numbers to assist in calculations</li> <li>• use mathematical modelling to solve practical multiplicative problems, representing the situation and choosing calculation strategies</li> <li>• recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos</li> </ul>	<p><b>Measurement</b></p> <p>Students use uniform units to measure, compare and discuss the attributes of shapes and objects based on capacity and mass</p>		<p><b>Statistics and Probability</b></p> <p>Not assessed this term.</p>	
Health and Physical Education			Languages – Japanese	
<p><b>Physical Education – Mr Massey</b></p> <p>Students demonstrate fundamental movement skills performing running, jumping and throwing in an athletics context. They perform movement sequences that are the foundation for running events, shot put, high jump and long jump.</p>	<p><b>Health – Classroom Teacher</b></p> <p><b>Stay Safe</b> Students identify and explore skills and strategies to develop respectful relationships.</p>		<p><b>Mrs McDonald</b></p> <p><b>Tell me a story:</b> Students use language to engage with simple traditional stories from Japan and Australia. Students will discuss favourite stories and characters and compare common language elements. Students will:</p> <ul style="list-style-type: none"> <li>• listen to and view traditional stories in written forms such as かみしばい</li> <li>• express preferences for scenes, storylines and or styles</li> <li>• translate and interpret genre specific texts</li> <li>• analyse and understand the systems of language relating to script recognition and structure of texts</li> <li>• participate in intercultural experiences to notice and compare the language and culture relating to traditional stories.</li> </ul>	
Technologies	The Arts			
<p><b>Mr Christy</b></p> <p><b>Digital Technologies</b> This semester, students will identify the purposes of common digital systems, including recognising the parts of an iPad and desktop computer and practising safe and responsible use. They will create simple digital content using photos, drawings and audio, and develop an understanding of personal information and when it is appropriate to share. Students will collect, sort and represent simple data using pictures, symbols and icons through unplugged and digital activities. They will follow and create step-by-</p>	<p><b>Specialist Music – Mrs Hodgson</b></p> <p>Students develop and practise listening skills and techniques for singing and playing instruments. They move, sing and explore instruments from the percussion family as well as beginning to explore music literacy through the ukulele. They participate in music games and activities relating to the elements of music.</p>	<p><b>Specialist Visual Arts – Ms Susi</b></p> <p><b>Carnival of Colour</b> Students will explore and respond to artworks by Henri Matisse and Joan Miro learning how artists use line, colour and shape to communicate ideas. Through a range of art activities students will experiment with colour, expressive lines and bold shapes. They will create artworks inspired by these artists for the school fete and a school art exhibition in late Term 2.</p>	<p><b>Specialist Dance – Mr Hyde</b></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>	

step instructions using Scratch Junior to build simple animations, stories or games.

