

English		Science		HASS	
Exploring and Sharing Experiences		Our Material World		My special places <i>What are places like and what makes them special?</i>	
Reading and Viewing Students engage with authentic texts that contain straightforward sequences of events and everyday happenings including picture books, films, stories and non-fiction. They also read, view and comprehend texts including simple decodable texts aligned with phonic development, Through texts, students recognise and develop awareness of vocabulary used in familiar contexts. They explore language for expressing and developing ideas when retelling experiences or events in stories. Students make connections to personal or character experiences and explore how feelings and preferences relating to these experiences might be expressed. Speaking and Listening Students engage in shared and independent learning experiences to create short spoken texts to retell events in stories and everyday happenings, using language to sequence events, and express thoughts and feelings. Writing and Creating Students draw and write to create short texts to retell events in stories or experiences. They also engage in shared and independent writing to create written texts involving a range of text types and topics.		Students explore everyday objects and discover what materials they are made from. Using their senses, they will investigate and describe the different properties of materials, such as whether they are hard, soft, rough, smooth, waterproof or flexible. Through hands-on investigations, students will learn why certain materials are chosen for particular objects and how science helps us make decisions in everyday life. They will also practise asking questions, sharing their observations, and explaining their ideas using simple scientific language.		Students study places where they live or other places that are familiar to them. They label the features of places and look at how they are represented on maps and globes. Students recognise that what makes a place special is dependent on how people view the place or use the place. They observe and represent the location and features of places using pictorial maps and models.	
				Students examine sources to identify ways that people care for special places. They describe special places and the reasons they are special to people. Students reflect on learning to suggest ways they could contribute to the caring of a special place.	
Mathematics					
Number and Algebra Students will build their understanding of numbers by connecting number names, numerals and quantities. They will practise recognising small groups of objects without counting (subitising), counting accurately, and comparing groups to determine which has more, less or the same. Through hands-on activities and everyday problem-solving, students will learn to sort objects, make and break apart numbers to 10, and explore addition and subtraction using a range of materials and visual representations.		Measurement and Space Students use direct comparison strategies to compare the length of time events take and describe duration using familiar terms and reasoning.		Statistics and Probability Not assessed this term.	
Physical Education – Specialist		Health		Languages – Japanese	
Mrs Duck		Class Teacher		Newcombe Sensei	
Who wants to play? Students will develop their fundamental movement skills and ball skills such as throwing, catching, kicking and rolling through a variety of fun games and physical activities Students demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.		Respectful Interactions In this unit, students explore and practise respectful behaviours as well as identify situations when they need to use safe behaviours. Students will also explore what it means to belong, how it feels to belong and identify groups to which they belong.		Mascots Students will explore the Japanese concept of kawaii (cute) through mascots. They will begin to use vocabulary for descriptions including colours and be exposed to a variety of different mascots. Students will also learn about the Japanese sound system and the effect it has on borrowed words.	
Technologies		The Arts			
Design and Technology – Mr Christy		Specialist Music – Mrs Hodgson	Specialist Visual Arts – Ms Susi	Drama – Mr Hyde	
Where Does Our Food Come From? In Design and Technologies, students will investigate where food and fibre come from by exploring farms, animals, plants and the production of food and fibre. They will identify foods that are grown and produced on farms, investigate fibres such as wool and cotton, and examine how technologies are used to help people work safely and efficiently on farms. Students will communicate their understanding of safe farming practices by creating a picture that demonstrates how farmers use safe practices on their farm. Assessment of activities will be ongoing throughout the semester.		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.	Students explore the visual elements of art, including line, shape, colour and texture. They experiment with a range of materials and tools to create artworks inspired by their own experiences, stories and the world around them. Students build confidence in expressing their ideas through art while sharing and talking about their own creations and the artwork of others.	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.	