

English		Science		HASS	
Imaginative Narratives		Daily and Seasonal Changes Shape Our Lives		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. Writing and Creating Students engage in shared and independent writing to create short, imaginative stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details. Speaking and Listening Students participate in informal and structured discussions about the texts they have read.		Students explore how weather and the seasons change throughout the year and how these changes affect people, plants and animals. They observe and record changes over time, make predictions, and discuss how weather influences everyday decisions, such as what to wear or when to plan outdoor activities. Students also learn how Aboriginal and Torres Strait Islander Peoples use changes in the land and sky to understand seasons, weather and the natural environment.		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 and extend their knowledge of numbers beyond two digits - use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers		Measurement and Space Students: - use spatial features to classify shapes and objects, recognise shapes and objects in the environment, and communicate reasoning - explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning - measure the length of shapes and objects using uniform informal units in an everyday situation		Statistics and Probability Not assessed this term	
Physical Education – Specialist		Health		Languages – Japanese	
Mr Massey and Mrs Duck		Teacher		Newcombe Sensei	
Students will develop their fundamental movement skills through a variety of fun games and physical activities. During the first half of the term, they will focus on ball skills such as throwing, catching, kicking and rolling while learning to work cooperatively and follow simple game rules. In the second half of the term, students will build on these skills through soccer, developing their kicking, dribbling, passing and teamwork while learning the importance of fair play, respect and active participation.		We all belong Students recognise similarities and differences in individuals and groups and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.		What’s in My Lunchbox? In this unit, students discuss different eating practices and use language to describe food preferences and compare children’s lunches in Australia and Japan. Students 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
Students investigate how toys are designed to entertain and engage young children. They explore how different materials are used in designed solutions and how movement can be created through simple mechanisms. Students apply this understanding by designing, constructing and testing a range of toys with moving parts.		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. They also learn to pluck and strum on the ukulele, including reading simple songs from the music staff.	Students explore the visual elements of art, including line, shape, colour, texture and pattern. They experiment with a range of materials and techniques to create artworks inspired by their experiences, observations and the world around them. Students share and reflect on their artwork and the artwork of others.		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.