

English	Science	HASS	
Engaging with Narrative Texts 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.	Space Students explore Earth, the Sun, the Moon and the stars, and learn that Earth is part of our solar system. They observe and record patterns in the sky, such as how the Sun, Moon and stars appear to change over time, and investigate the differences between day and night. Through hands-on activities, students ask questions, make predictions and record their observations using simple tables and diagrams. They also discover how people use patterns in the sky for navigation and to understand the world around them.	Impacts of Technology Over Time Students: - investigate continuity and change in technology used in the home, e.g. in toys or household products - compare and contrast features of objects from the past and present - sequence key developments in the use of a particular object in daily life over time - pose questions about objects from the past and present - describe ways technology has impacted on peoples' lives making them different from those of previous generations - use information gathered for an investigation to develop a narrative about the past.	
Mathematics			
Number and Algebra Students: - use part-part-whole reasoning to solve additive problems - use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction - solve real-life problems using mathematical modelling	Measurement and Space Students: - measure and compare length of shapes and objects - determine the number of days between events using a calendar - compare and classify shapes, describing features using formal spatial terms	Statistics and Probability Not assessed this term	
Physical Education – Specialist	Health	Languages – Japanese	
Mr Massey	Teacher	Newcombe Sensei	
Students develop their fundamental movement skills through a variety of fun games and physical activities. During the first half of the term, they 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 build on these skills through soccer, developing their kicking, dribbling, passing and teamwork while learning the importance of fair play, respect and active participation.	Students explore what shapes their own, their family and classroom's identity. They examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students explore the importance of celebrating who they are and respecting each other's differences.	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 – Miss Susi	Drama – Mr Hyde
Students investigate how playgrounds are designed to provide safe and enjoyable play experiences for children. They explore how different materials are selected for playground equipment and how movement can be incorporated into designed solutions. Students apply this understanding when designing, constructing and evaluating models of playground equipment.	This semester students continue to develop melodic and rhythmic knowledge with new note values and solfege. They perform repeated patterns as accompanying parts. They do this with songs and speech rhymes, using body percussion and untuned percussion. 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 partner songs. They also learn to pluck and strum on the ukulele, including improvising and 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.