

English	Science	HASS		
Engaging with Stories for Enjoyment	Learning to Observe Through Using Senses	My family history		
<p>Reading and Viewing Students read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books and various types of stories.</p> <p>Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own.</p> <p>Speaking and Listening Students retell stories, and interact and share ideas about stories using language to express preferences, likes and dislikes for characters and texts.</p> <p>Writing and Creating Students engage in shared and independent writing and/or learning experiences to create short texts (for example: pictorial representations, short statements).</p>	<p>Students use their senses to make observations in the world around them. They use tools such as binoculars, magnifying glasses, digital photography or videos to enhance their observations. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. They discuss safety considerations for using the senses of touch, smell, sight and hearing, and why we do not use taste to make observations in science.</p>	<p>Students will investigate the inquiry question: What is my history and how do I know?</p> <p>They will:</p> <ul style="list-style-type: none"> • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others • investigate familiar ways family and friends commemorate past events that are important to them • recognise how stories of families and the past can be communicated through sources that represent past events • present stories about personal and family events in the past that are commemorated. 		
Mathematics				
Number and Algebra	Measurement and Space	Statistics and Probability		
<p>Use physical and virtual materials to make connections between number names, numerals and position in the sequence of numbers from zero to at least 10.</p>	<p>Engage in play-based activities to describe the position and the location of themselves and objects in relation to other objects and people within a familiar space.</p>	<p>Students pose and respond to questions to answer questions. They use physical and virtual materials to represent, collect, sort, quantify and compare data.</p>		
Physical Education – Specialist	Health	Languages – Japanese		
Mrs Duck and Mrs Kelly	Classroom Teacher	Mrs McDonald		
Swimming Safety Program	Personal and Social Awareness	Prep – Greetings from Japan:		
<p>Students will be developing their swim safety knowledge and capabilities by:</p> <p>Identifying and demonstrating protective behaviours and help-seeking strategies to help keep themselves safe in water.</p> <p>Entering & exiting the water, utilising steps/ladder and slide entries and exits to enter and exit the pool.</p> <p>Buoyancy, keeping head out of water with minimal effort.</p> <p>Submergence, safely submerging torso and head under water. Practice breathing skills for water safety</p> <p>Swim Strokes, students begin their swim journey in developing swim stroke capabilities with kicking and freestyle.</p> <p>Sun & pool safety, students will maintain sun safety and develop appropriate behaviours when in the sun and by the pool.</p>	<p>In this unit, students identify and describe different feelings and use appropriate language to make connections between feelings, body reactions and body language. Students will also identify their strengths and interests and how these contribute to their identity.</p>	<p>In this unit, students begin to engage with the Japanese language and culture. They will explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers.</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop an awareness of Japan and Japanese people • explore artefacts that originate from Japan • use simple greetings and participate in Japanese classroom routines • interact with others to notice similarities and differences in ways of greeting others 		
Technologies	The Arts			
Mr Christy	Specialist Music – Mrs Hodgson	Specialist Visual Arts – Ms Susi	Specialist Arts – Dance Mr Hyde	
<p>Digital Technologies 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 very simple, step-by-step procedures and use this knowledge when coding a bee-bot robot to complete different tasks. Students will explore and create graphs from data collected about their class, using both digital and unplugged methods.</p>	<p>Students will develop their singing voice and the ability to keep the beat. Social skills such as turn taking and finding a partner will be a focus, along with developing fine and gross motor skills, confidence and creativity. Students will respond to music with movement and with untuned percussion.</p>	<p>Carnival of Colour Students will explore artworks by Eric Carle and Ken Done learning how artists use line, colour and pattern to express ideas. They will experiment with colour, line and pattern through play-based art activities and will create artworks inspired by these artists for our school fete and a school art exhibition in late Term 2.</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>	

