

English	Science	HASS	
<p><b>Exploring Procedural Texts and Expressing Opinions</b></p> <p><b>Reading and Viewing</b> Students engage with a range of texts that contain topics or story elements that can be presented as a procedure. They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books and various types of information texts. Through texts students explore text structures, language features and visual features of simple procedures.</p> <p><b>Speaking and Listening</b> Students participate in informal and structured discussions and give short oral presentations. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary. Students respond to procedural texts, exploring language to express opinions, including modal verbs, as well as persuasive text structures to provide reasons for opinions using a small number of details.</p> <p><b>Writing and Creating</b> Students engage in shared and independent writing and/or learning experiences to create procedural texts.</p>	<p><b>Living Adventure</b></p> <p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.</p>	<p><b>My changing life</b></p> <p>In this unit, students investigate the inquiry question: <b>How has my family and daily life changed over time?</b></p> <ul style="list-style-type: none"> <li>• explore family structures and the roles of family members over time</li> <li>• recognise events that happened in the past may be memorable or have personal significance</li> <li>• identify and describe important dates and changes in their own lives</li> <li>• compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li> <li>• respond to questions about the recent past</li> <li>• sequence and describe events of personal significance using terms to describe the passing of time</li> <li>• examine sources, such as images, objects and family stories, that have personal significance</li> <li>• share stories about the past.</li> </ul>	
Mathematics			
<p><b>Number and Algebra</b></p> <p>connect number names, numerals and quantities, and order numbers to at least 120 demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones</p>	<p><b>Measurement and Space</b></p> <p>give and follow directions to move people and objects within a space</p>	<p><b>Statistics and Probability</b></p> <p>collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies</p>	
Physical Education – Specialist	Health	Languages – Japanese	
<p><b>Mr Massey</b></p> <p><b>Entries and exits:</b> Safely enter and exit shallow water safely using the steps, ladder or sliding <b>Buoyancy:</b> Manoeuvre the body into a floating position <b>Submergence:</b> Submerge the body completely in waist-deep water to retrieve an object <b>Swimming for survival:</b> Propel the body continuously for using swimming or survival actions that resemble a stroke. <b>Survival sequence:</b> Perform a continuous survival sequence: scull, float or tread water; signal for help; float holding a buoyant aid; kick to safety holding an aid. <b>Rescue and lifesaving:</b> Practice throwing an aid to someone in need and be rescued by grasping a rigid or non-rigid aid and being pulled to safety. <b>Water safety knowledge:</b> Describe actions to help keep themselves safe and healthy in, on and around water.</p>	<p><b>Classroom Teacher</b></p> <p><b>A little independence</b> Students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences and recognise how diversity contributes to identities.</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> 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 and symbols through unplugged and digital activities. They will follow and create step-by-step instructions using Scratch Junior to build simple animations, stories or games.</p>	<p><b>Specialist Music – Mrs Hodgson</b></p> <p>Students develop and practise listening skills and techniques for singing and exploring instruments from the percussion family. 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>