

English	Science	HASS	
<p><b>Persuasive Texts</b></p> <p><b>Reading and Viewing</b> Students engage with a range of imaginative and informative texts that contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Through these texts, students explore how information is presented in different types of texts and explore how persuasive language is used to express opinions. Students also read, view and comprehend simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry.</p> <p><b>Speaking and Listening</b> Students use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions about places, with reasons, using persuasive language.</p> <p><b>Writing and Creating</b> Students engage in shared and independent writing and/or learning experiences in response to texts.</p>	<p><b>Changing Materials</b></p> <p>Students manipulate materials, exploring effects of different actions, including bending, twisting, stretching and breaking into smaller pieces. They build on their understanding of properties of materials, using before and after observations to recognise that those properties stay the same when a material is physically changed. Students investigate physically changing materials to suit purposes and they engage with ways Aboriginal peoples and Torres Strait Islander peoples physically change natural materials. Through guided discussion, students begin to engage with procedures for safe tests and fair ways to measure something, for example: to compare the effects of pulling a material with different strengths. Students represent ways a material can be physically changed.</p>	<p><b>Present Connections to Places</b></p> <p>Students will be investigating: <b>How are people connected to their place and other places?</b></p> <ul style="list-style-type: none"> <li>draw on representations of the world as geographical divisions and the location of Australia</li> <li>recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another</li> <li>identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale</li> <li>understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world</li> <li>represent connections between places by constructing maps</li> <li>examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections</li> </ul>	
Mathematics			
<p><b>Number and Algebra (Teach and Monitor)</b></p> <ul style="list-style-type: none"> <li>order and represent numbers to 1000</li> <li>partition, rearrange and rename numbers to 1000</li> <li>regroup partitioned numbers to assist in calculations</li> <li>recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos</li> </ul>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>locate and identify positions of features on a map.</li> <li>move positions by following directions and pathways on a grid.</li> </ul> <p><b>Measurement (Teach and Monitor)</b></p> <ul style="list-style-type: none"> <li>determine number of days between events using a calendar and read time on an analogue clock to the hour</li> </ul>	<p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>use a range of methods to collect, record, represent and interpret categorical data in response to questions</li> </ul>	
Health and Physical Education		Languages – Japanese	
<p><b>Physical Education – Mr Massey</b></p> <p><b>Water Safety</b> <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 Submergence: 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>Health – Classroom Teacher</b></p> <p><b>Stay Safe</b> In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations.</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> This semester, 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, symbols and icons 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 playing instruments. They move, sing and explore instruments from the percussion family as well as beginning to explore music literacy through the ukulele. 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>