

English	Science	HASS	
Reporting on Experiences using Procedures – disgusting sandwich	Exploring Sky and Land	My changing life How has my family and daily life changed over time?	
<p>Students participate in shared reading, and viewing of authentic texts including non-fiction texts. These texts may include topics being studied in other learning areas, oral narrative traditions and literature of First Nations Australians and new content on familiar topics with supporting illustrations and diagrams.</p> <p>Students explore how texts such as simple procedures, reports and factual descriptions are organised according to their purpose.</p> <p>Students will create a simple procedure to report on an experience.</p>	<p>Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p> <p><b>Assessment Task – Poster/multi-modal presentation</b> Students describe objects and events that they encounter in their everyday lives. Students describe changes in the local environment. Students respond to questions and sort and share observations.</p>	<p><b>In this unit, students:</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			
Number and Algebra	Measurement and Space	Statistics and Probability	
connect number names, numerals and quantities, and order numbers to at least 120	give and follow directions to move people and objects within a space	collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies	
Health and Physical Education – Specialist	Health: Respectful Relationships Program – Specialist & Classroom Teacher	Languages – Japanese	
Mr Rose	Mr Jake and Classroom Teacher	Mrs McDonald	
<p><b>Entries and exits:</b> Safely enter and exit shallow water using methods suitable for the water location.</p> <p><b>Buoyancy:</b> Manoeuvre the body from one floating position to another.</p> <p><b>Submergence:</b> Submerge the body completely in waist-deep water, eyes open and recover an object.</p> <p><b>Swimming for survival:</b> Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke.</p> <p><b>Survival sequence:</b> Perform a continuous survival sequence: scull, float or tread water for 1 minute; signal for help; float for 1 minute holding a buoyant aid; kick to safety holding the aid.</p> <p><b>Rescue and lifesaving:</b> Be rescued by grasping a rigid or non-rigid aid and being pulled to safety.</p> <p><b>Water safety knowledge:</b> Describe actions to help keep themselves safe and healthy in, on and around water. Demonstrate understanding of: hazards in familiar water locations; rules for safe behaviour around the water; the signal for help; safety signage.</p>	<p><b>Topic 1: Personal and Social Awareness</b></p> <p>Students will:</p> <ul style="list-style-type: none"><li>• use their senses to recognise safe and unsafe situations</li><li>• make connections between sensory information and emotions</li><li>• role play how to respond to safe and unsafe situations.</li></ul> <p><b>Topic 2: Respectful Interactions</b></p> <p>Students will:</p> <ul style="list-style-type: none"><li>• identify the qualities of good friendship (Key concept 1)</li><li>• practise respectful communication using appropriate language, encouraging and including others (Key concept 2)</li><li>• identify how it feels to be included and excluded (Key concept 2).</li></ul>	<p>In this unit, students use language to engage with simple traditional Japanese stories. Students will:</p> <ul style="list-style-type: none"><li>• listen to and view traditional stories in written forms.</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		
Digital Technologies – Mr Jake	Specialist Music – Mrs Hodgson	Specialist Visual Arts – Ms Susi	Specialist Dance – Mr Hyde
<p><b>Materials and technologies specialisations</b></p> <p>In this unit, students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show.</p> <p>Students apply processes and production skills, in:</p> <ul style="list-style-type: none"><li>• investigating materials, technologies for shaping and joining, and how designs meet people’s needs</li><li>• generating and refining design ideas</li><li>• producing a puppet that meets the design brief</li><li>• evaluating their design and production processes</li><li>• collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project</li></ul>	<p>In Music, students will:</p> <ul style="list-style-type: none"><li>• develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes</li><li>• sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community</li><li>• respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples.</li></ul>	<p>In this unit, students create new stories in artworks by collaging characters, objects and landscapes about the sky, the stars and space.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• explore the visual language of storytelling in artworks by a range of artists, including Aboriginal peoples and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks</li><li>• experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues</li><li>• display artworks and share ideas about narrative elements and visual language choices they made in their artworks</li><li>• describe and interpret narrative elements in artworks.</li></ul>	<p>In Dance, students will use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.</p>