

English	Science	HASS	
<p>Exploring Characters and Plot</p> <p>Students engage with a variety of literature including picture books, print and digital stories, short films and animations, simple chapter books and texts for enjoyment. Texts include unusual happenings and images that extend meaning and can include the oral narrative traditions and literature of First Nations Australians and classic or contemporary literature from Australian and world authors.</p> <p>Students explore sequences of events and how characters and events are portrayed through language.</p> <p>Students retell events and consider their audience when creating an adaptation of a story. They share ideas with their peers.</p>	<p>Toy factory</p> <p>Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move.</p> <p>Assessment Task – Designing a toy</p> <p>Students design a toy that will move with a push or pull, and describe a change to the toy and how it affects the toy’s movement. Students pose an investigation question and make a prediction about the toy’s movement. Students represent and communicate observations and ideas.</p>	<p>Impacts of technology over time (continued from Term 1) <i>How have changes in technology shaped our daily life?</i></p> <p>Students:</p> <ul style="list-style-type: none"> 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. <p>Assessment Task – Research</p> <p>Students interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people’s lives over time.</p>	
Mathematics			
<p>Number and Algebra</p> <p>Students partition, rearrange, regroup and rename numbers to 999 to assist with calculations.</p> <p>They recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos</p> <p>Students use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions.</p>	<p>Measurement and Space</p> <p>Students will identify the date and determine the number of days between events using calendars.</p>	<p>Statistics and Probability</p> <p>Not assessed this term</p>	
Physical Education – Specialist	Health	Languages – Japanese	
<p>Mr Rose</p> <p>Athletics</p> <p>Students demonstrate fundamental movement skills performing running, jumping and throwing in an athletics context. They perform movement sequences that are the foundation for running events, shot put, high jump and long jump.</p>	<p>Mr Rose</p> <p>Our culture</p> <p>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.</p>	<p>Mrs McDonald</p> <p>In this unit, students use language to engage with simple traditional Japanese stories. Students will:</p> <ul style="list-style-type: none"> listen to and view traditional stories in written forms. express preferences for scenes, storylines and or styles translate and interpret genre-specific texts analyse and understand the systems of language relating to script recognition and structure of texts participate in intercultural experiences to notice and compare the language and culture relating to traditional stories. 	
Technologies	The Arts		
<p>Digital Technologies – Mr Jake</p> <p>Materials and technologies specialisations</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"> investigating materials, technologies for shaping and joining, and how designs meet people’s needs generating and refining design ideas producing a puppet that meets the design brief evaluating their design and production processes collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project 	<p>Specialist Music – Mrs Hodgson</p> <p>In Music, students will:</p> <ul style="list-style-type: none"> 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 sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community 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. 	<p>Specialist Visual Arts – Ms Susi</p> <p>In this unit, students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal peoples, Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (printmaking, mixed media, collage, and drawing) to create expressive observational artworks about places display artworks and share ideas about emotive visual language choices they made in their artworks describe and interpret artists’ personal connection to place. 	<p>Specialist Dance – Mr Hyde</p> <p>Students use the elements of dance to structure dance sequences that demonstrate fundamental movement skills to represent ideas.</p>

