Prep

	Term 1	Term 2	Term 3	Term 4
English	**Enjoying our new world** Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions. **Monitoring Task – Talk about a favourite story** Students select a favourite story and create a short spoken response to elements of the story.	**Enjoying and retelling stories** Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students sequence events from a range of texts and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events in sequence and writing simple sentences. **Summative: Retell a story** *Informative response — oral* Students demonstrate comprehension of, and personal connection to, a familiar story through retelling events to peers. **Summative: Reading and comprehending** *Short answer questions* Students read aloud and respond orally to comprehension questions	**Interacting with others** Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning-focused teaching and learning, play, real-life situations, investigations and routines and transitions. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used. **Summative: Create and recite a rhyme** *Imaginative response — oral* Students listen and demonstrate knowledge of rhyme through written and spoken communication. **Summative: Responding to a rhyming story** *Informative response — oral* Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.	**Responding to text** Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions. **Summative: Reading and comprehension** *Short answer questions* Students read aloud and respond orally to comprehension questions. **Summative: Writing and creating a response to a story** *Imaginative response – written* Students write a letter to a main character from a familiar story and create a supporting image or illustration.
Mathematics	Unit 1 Students engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Students have opportunities to develop understandings of: • Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals • Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences • Using units of measurement —sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events, compare	Unit 2 Students engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Students have opportunities to develop understandings of: • Number and place value — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, represent addition situations using tens frames, identify parts and the whole, subitise collections to five • Patterns and algebra — copy, continue and describe patterns using objects and numbers • Using units of measurement —sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events compare objects using direct and indirect comparison for length, mass and capacity • Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations	Unit 3 Students engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Students have opportunities to develop understandings of: • Number and place value — count forwards and backwards from different starting points; compare quantities, explore place value using bundling sticks, combine and share small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • Using units of measurement — compare objects using direct and indirect comparison for length, mass and capacity • Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations • Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes	Unit 4 Students engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Students have opportunities to develop understandings of: • Number and place value — count forwards and backwards from different starting points; represent quantities; compare quantities, match number names, numerals and quantities; identify parts in a collection; identify addition; join collections; represent addition experiences; make equal groups. • Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', • Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions. • Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes

	Unit 1: Grouping familiar objects	Unit 2: Event duration and connecting events to days of the week	Unit 3: Measurement	Unit 4: Number representations (Crazy Cards)
Summative Assessment	*Interview* Students group familiar objects based on common characteristics.	*Assignment/Project* Students connect events and days of the week, and explain the order and duration of events. **Unit 2: Understanding numbers from 1 to 20** *Interview* Students make connections between number names, numerals and quantities up to 10, count to and from 20 and order small collections.	Students compare objects using length, mass and capacity **Unit 3: Location** Students use appropriate language to describe location.	*Assignment/Project* Students count to and from 20 and order collections. Students make connections between number names, numerals and quantities up to 10 and create number cards. **Unit 4: Answering questions** *Interview/Observation* Students answer simple questions to collect information and make simple inferences. **Unit 4: Shape Sort Investigation** *Project/Interview* Students sort and describe shapes and create a toy.
Science	**Investigating movement** Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.	**Exploring our living world** Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.	**Examining the weather** Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.	**Our material world** Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.
Summative Assessment	**Unit 1: Investigating movement** *Collection of work* Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.	**Unit 2: Exploring our living world** *Collection of work* Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions.	**Unit 3: Examining the weather** *Supervised assessment* Students suggest how the weather affects themselves and other living things. They share observations about the weather.	**Unit 4: Making a wind ornament** *Project* Students describe the observable properties of materials from which an object is made. They ask and respond to questions and share and reflect on observations.

HASS	**My family history** In this unit students will explore the following inquiry question: • What is my history and how do I know? Learning opportunities support students to: • 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.		**My special places** In this unit, students will explore the following inquiry question: • What are places like and what makes them special? Learning opportunities support students to: • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a place has features and a boundary that can be represented on maps or globes • recognise that what makes a place special is dependent on how people view the place or use the place • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • describe special places and the reasons they are special to people • reflect on learning to suggest ways they could contribute to the caring of a special place.	
	Assessment task Students explore important events celebrated in their lives, and to identify how people and objects help them to remember.		*Assessment task* Students identify, represent and describe the features of familiar places, and suggest ways to care for these places.	
The Arts		**Drama** In this unit, students make and respond to drama by exploring the school / local community / imagined places as stimulus for process drama and dramatic play. Students will: • explore role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space including special words those used by Aboriginal peoples and Torres Strait Islander peoples • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about place/space to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.	**Visual Arts** In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks Students will: • create and display artworks to communicate ideas to an audience • explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists • respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples • use and experiment with different materials, techniques, technologies and processes to make artworks	
	Music Students will begin to develop their singing voice and the ability to keep the beat. Social skills like waiting for your turn and finding a partner will remain a focus along with developing confidence, creativity, fine motor and gross motor skills and imagination. Students will begin to discuss different ways that music can be performed such as fast/slow, loud/soft and high/low.		**Music** Students will continue to develop a strong sense of the beat by performing it in many ways including on un-tuned percussion instruments. They will perform many speech rhymes, finger plays and simple songs to develop their performance skills and in tune singing. Students will perform, listen to and respond to music exploring the comparatives of fast/slow, loud/soft and high/low. They will discuss many different places that people make music.	
HPE	**Physical Education – Let's get moving** Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.	**Physical Education – Animal grove** Students explore the elements of movement (speed, level and shape) and perform movement in response to music. They also describe how their body responds to movement.	**Physical Education – Catch that bean** Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.	**Physical Education – Who wants to play?** Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.
	Health – I can do it! Students explore information about what makes them unique and their strengths and achievements. They participate in play.	**Health – I am growing and changing** Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity.	**Health – Looking out for others** Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings.	**Health – I am safe** Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.

		Term 1	Term 2	Term 3	Term 4
English		**Exploring how a story works** Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text. **Engaging with poetry** Students recite a poem to the class.	**Exploring characters in stories** Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions. **Engaging with poetry** Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting.	**Examining the language of communication — questioning** Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview. **Retelling cultural stories** Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers.	**Creating digital procedural texts** Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a digital multimodal procedure from a literary context. Students explore a series of picture books with persuasive features and create a digital multimodal innovation of an imaginative text that includes persuasion.
Summative Assessment		**Unit 1: Responding to imaginative texts** *Informative response – written* Students comprehend and respond to imaginative texts (picture books). **Unit 3: Poem recitation** *Oral* Students perform a recitation or reading of a poem for a familiar audience.	**Unit 3: Comprehending poetry** *Written* **Students listen** to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning. **Unit 2: Reading and comprehension** *Interview* Students demonstrate reading accuracy, fluency and comprehension of character development. **Unit 2: Character description** *Informative response – written* Students create a character description using writing and images.	**Unit 4: Create and present a character (week 5)** *Imaginative response – oral* Students create a new character for a familiar story and discuss choices in an interview. **Unit 5: Retelling of a cultural story (week 10)** *Poster/ multimodal presentation* Students create and present a retelling of a traditional or cultural story.	**Unit 6: Reading and comprehension** *Short answer questions* Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts. **Unit 6: Multimodal procedure** *Poster/multimodal presentation* Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.

The header "Year 1" spans the top of the table.

	Unit 1	Unit 2	Unit 3	Unit 4
Mathematics	Students develop understandings of: • Number and place value —represent the ones counting sequence to and from 100 from any starting point, matching number representations to 100, skip counting in 2s, 5s and 10s, represent and record counting sequences, use a number line to locate and position numbers, represent two digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities • Chance — describe the outcomes of familiar events. • Location and transformation - give and follow directions; investigate position, direction and movement.	Students develop understandings of: • Number and place value —represent and record counting sequences, partition two-digit numbers, represent and record number sequences, represent two-digit numbers, standard partitioning of two-digit numbers, identify and describe addition and subtraction situations, represent, record and solve simple addition and subtraction problems. • Patterns and algebra — investigate and describe repeating and growing patterns, connect counting sequences to growth patterns, represent and record number sequences (including skip counting patterns), describe number patterns • Fractions and decimals — investigate wholes and halves, partition to make equal parts • Money and financial mathematics — explore features of Australian coins. • Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, explore and tell time to the half hour.	Students develop understandings of: • Number and place value — recall, represent and, count collections, use a number line to locate and position numbers, represent and record two-digit numbers, partition two-digit numbers, partition numbers into more than two parts, record and solve simple addition and subtraction problems. • Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe durations in time, tell time to the half hour; represent times on digital and analogue clocks. • Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects. • Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data.	Students develop understandings of: • Number and place value — count to and from 100 from any starting point, describe patterns created by skip counting, skip count in 1s, 2s, 5s and 10s, identify standard place value partitions of two-digit numbers, position and locate two-digit numbers on a number line, partition numbers, describe addition and subtraction processes, solve addition and subtraction problems using a range of strategies • Fractions and decimals — identify one half. • Money and financial mathematics - recognise, describe, and order Australian coins according to their value. • Patterns and algebra - describe and represent patterns, apply a pattern rule to continue patterns, describe patterns • Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity.
Summative Assessment	**Classifying outcomes** *Interview* Students classify outcomes of simple familiar events. **Language of direction** Written Students give and follow directions to familiar locations. **Understanding Numbers** *Interview or short answer questions* Students to recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value.	**Adding and subtracting counting strategies** *Short answer questions* Students carry out simple addition and subtraction. **Understanding number sequences** *Short answer questions* Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, partition numbers and locate numbers on a number line.	**Explaining duration and telling time** *Short answer questions* Students explain time durations and tell time to the half hour. **Describing two-dimensional shapes and three-dimensional objects** *Interview* Students describe two-dimensional shapes and three-dimensional objects. **Making inferences from collected data** *Short answer questions* Students collect data by asking questions, draw and describe data displays and make simple inferences.	**Measuring using informal units** *Inquiry* Students measure and order objects based on length and capacity using informal units. **Understanding number sequences and recognising Australian coins** *Short answer questions* Students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. Count to and from 100, locate numbers on a number line and recognise Australian coins according to their value. Students carry out simple addition and subtraction.

	Living Adventure	Material madness	Changes around me	Exploring light and sound
Science	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.	Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.	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.	Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.
Summative Assessment	**Unit 1: Describing a habitat** *Short-answer questions* Students describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others.	**Unit 2: Rocking the boat** *Supervised assessment* Students describe the effects of physical changes made to a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.	**Unit 3: Exploring sky and land** *Multimodal presentation* Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment. They respond to questions and sort and share observations.	**Unit 4: Investigating light and sound** *Experimental investigation* Students participate in a guided investigation designing a toy that makes sound and describe the effects of interacting with it. They sort objects according to criteria and share observations with others.
HASS	**My changing world** In this unit students will explore the following inquiry question: • *What are the features of my local places and how have they changed?* Learning opportunities support students to: • draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops • recognise that the features of places can be natural, managed or constructed • identify and describe the natural, constructed and managed features of places • examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places • represent local places using pictorial maps and describe local places using the language of direction and location • respond to questions to find out about the features of places, the activities that occur in places and the care of places • collect and record geographical data and information, such as observations and interviews to investigate a local place • reflect on learning to respond to questions about how features of places can be cared for.		**My changing life** In this unit students will explore the following inquiry question: • *How has my family and daily life changed over time?* Learning opportunities support students to: • explore family structures and the roles of family members over time • recognise events that happened in the past may be memorable or have personal significance • identify and describe important dates and changes in their own lives • compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences • respond to questions about the recent past • sequence and describe events of personal significance using terms to describe the passing of time • examine sources, such as images, objects and family stories, that have personal significance • share stories about the past.	
	Assessment: Students investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it.		**Assessment:** Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.	

Technologies	**Grow, grow, grow** Students design solutions to help a farmer and make a food from garden produce. Assessment will gather evidence of the student's ability to: • describe the purpose of farms and their products and how they meet people's needs • identify technologies used to produce food and fibre • explain how farms grow food and fibre to meet needs • explain how different farm technologies can make the food and fibre grow successfully • explain how technologies meet animal and plant needs • describes the purpose of farm products that meet food, clothing and shelter needs • identify uses of farm technologies • state a need for food or fibre • name technologies on a farm • identify a use, technology or need	**Spin It!** Students design and make a spinning toy for a small child. Assessment will gather evidence of the student's ability to: • describe the purpose of spinning toys and how they meet the needs of users • identify the application of forces to create movement • describe opportunities for designing a spinning toy • communicates design ideas for a spinning toy using simple drawings • follow sequenced steps to make a toy • demonstrate safe use of tools and equipment when making a spinning toy • evaluate ideas and designed solution based on personal preferences.	
	Assessment: *Portfolio* Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.	**Assessment:** *Portfolio* Students create a spinning toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing, evaluating and managing.	
The Arts		**Dance** In this unit, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus. Students will: • explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships) • use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities • present dance sequences that communicate new dance ideas to an audience • respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.	**Media Arts** In this unit of work students explore manipulation and representation of self. Students will: • explore self-portrait representations which change reality and the ability of technology to manipulate and present new realities • experiment with manipulation of still or moving images to present alternate character representations (costume and props; special effects or video effects) • present manipulated images in digital or print form to share understanding of generational relationships • describe and discuss what is real and not real in digitally manipulated images in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.
		Assessment: *Collection of work* Students respond to, choreograph and perform dance that represents a group.	**Assessment:** *Collection of work* Students explore how photographic portraits represent moments in time and how technology can manipulate reality in media artworks.

	Music In this unit, students are given opportunities to find and develop their in-tune singing voice by singing many simple songs. Identifying the beat and rhythm while singing, differentiating between the beat and rhythm are a focus in preparation for learning the first two rhythmic syllables. Listening skills, classroom procedures and expectations are also a focus of music lessons		**Music** In this unit, students continue to develop their in-tune singing voice and ability to keep the beat by performing limited range, simple songs. They will learn the first two rhythmic elements ｜ ⎤ Students begin to compose music using these rhythms. They listen and respond to music, identifying known rhythmic elements in music they hear.	

| HPE | **Physical - Playing With Balls**
Students will send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges. | **Physical - Athletics**
Students will refine the fundamental movement skills of running, jumping and throwing, and apply movement concepts and strategies in games to solve challenges. They will also understand the benefits of being physically active. | **Physical - I'm a 'balliever'**
Students will perform the fundamental movement skills of two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in a variety of movement situations. They will test alternatives to solve large ball challenges and identify how the heart reacts to different physical activities. | **Physical - Catch me if you can**
Students will demonstrate dodging and running skills and test alternatives to evade others or objects in tagging games. Students demonstrate strategies to work in groups and play fairly during tagging games. |

Health

Good choices, healthy me
Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students describe actions that keep themselves and others healthy in different situations.
Students:
- understand the meaning of being healthy
- recognise situations and opportunities to promote health
- understand the relationship between personal actions and being healthy
- identify and explain actions related to health messages
- recognise situations and opportunities to promote healthy choices
- explore actions that help make their classroom a healthy and active place
- identify and explore natural and built environments in their local community where physical activity can take place
- consider health messages when making health decisions and selecting healthy actions
- recognise situations and opportunities to make healthy decisions
- understand how to use the decision- making steps to make healthy choices.

Health

We all belong
Students recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.
Students:
- examine strengths and achievements and how they contribute to identity
- understand different ways to demonstrate respect
- understand how emotional responses influence their own and others' feelings
- explore ways to help themselves and others feel they belong
- practise strategies to be friendly and include others.

Assessment:
Short answer questions
Students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.

Assessment:
Collection of work
Students recognise how strengths and achievements contribute to identity and identify how emotional responses impact on others' feelings.

		Term 1	Term 2	Term 3	Term 4
English		**Reading, writing and performing poetry** Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems. **Stories of families and friends** Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.	**Exploring characters** Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.	**Exploring procedural text** Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers. **Exploring informative texts** Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.	**Exploring plot and characterisation in stories** Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.
		Unit 1: Innovation of a poem (week 5) *Imaginative response – oral* Students create and present an innovation of a known poem to a familiar audience. **Unit 2: Imaginative narrative (week 10)** *Imaginative response – written* Students create a new narrative about family relationships and/or friendships for a familiar animal character.	**Unit 3: Reading and comprehension** *Oral* Students demonstrate reading accuracy and respond orally to comprehension questions. **Unit 3: Expressing a preference for a character** *Informative response – written* Students compare characters in two versions of the same story and express a preference for a character.	**Unit 4: Multimodal procedure** *Poster/ multimodal presentation* Students create, rehearse and present a multimodal procedure.	**Unit 5: Writing an informative text** *Informative response – written* Students create an informative text with a supporting image.

Unit 1	Unit 2	Unit 3	Unit 4
Students develop understandings of: • Number and place value —represent two and three-digit numbers, read and write two and three-digit numbers, connect number representations, partition two and three-digit numbers, use the twos, threes, fives and tens counting sequence, count to and from 1000, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers • Using units of measurement — order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year • Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations. • Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 & $10 notes, count small collections of coins and notes	Students develop understandings of: • Number and place value — continue with Term 1 concepts and recall addition number facts, subtraction number facts, add & subtract single and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems. • Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. • Using units of measurement — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, • Transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations. • Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.	Students develop understandings of: • Number and place value — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts. • Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts. • Using units of measurement — compare and order objects, measure length, area and capacity using informal units, compare and order area of shapes and surfaces, cover surfaces to represent area • Location — interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest.	Students develop understandings of: • Number and place value —represent two and three-digit numbers, read and write two and three-digit numbers, connect number representations, partition two and three-digit numbers, use the twos, threes, fives and tens counting sequence, count to and from 1000, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers • Number and place value - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems, represent multiplication and division, use multiplication to solve problems, and count large collections. • Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. • Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. • Fractions and decimals — represent halves and quarters and eights of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.

Mathematics

	Collecting and representing data	Counting, multiplying and dividing	Ordering shapes and objects using informal units	Representing chance
Summative Assessment	**Collecting and representing data** *Assignment/Project* Students collect, organise and represent data to make simple inferences. **Counting and calculating to and from 1000** *Short answer questions* Students count to and from 1000, identify missing elements in number patterns and perform simple addition and subtraction problems using a range of strategies.	**Counting, multiplying and dividing** *Short answer questions* Students count, model and represent numbers to and from 1000, represent multiplication and division by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems. **Using a calendar to identify dates, months and seasons and telling time to the quarter hour** *Short answer questions* Students use a calendar to identify dates and the months included in seasons and tell time to the quarter hour. **Explain Transformations + 2D and 3D Shape** Students explain the effects of one-step transformations. Students draw two-dimensional shapes; recognise the features of three-dimensional objects.	**Ordering shapes and objects using informal units** *Assignment/Project* Students measure, compare and order several objects using uniform informal units. **Recognising the value of money** Exam/Test Students associate collections of Australian notes and coins with their values. **Investigating simple maps of familiar locations** *Assignment/Project* Students use a simple map to give and follow directions.	**Representing chance** *Short answer questions* Students describe outcomes for everyday events. **Number concepts** *Short answer questions* Students count to and from 1000, identify missing elements in number patterns. They solve simple addition and subtraction problems using a range of strategies, represent multiplication and division by grouping into sets. Divide collections in halves, quarters and eighths.
Science	**Mix, make and use** Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.	**Toy factory** 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. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.	**Good to grow** Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.	**Save planet Earth** Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.
Summative Assessment	**Unit 1: Combining materials for a purpose** *Experimental investigation* Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.	**Unit 2: Designing a toy** *Experimental investigation* Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.	**Unit 3: Exploring growth** *Supervised assessment* Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.	**Unit 4: Using Earth's resources** *Report* Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations.

HASS	**Present connections to places** In this unit students will explore the following inquiry question: • *How are people connected to their place and other places?* Learning opportunities support students to: • draw on representations of the world as geographical divisions and the location of Australia • 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 • 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 • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • 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 • respond with ideas about why significant places should be preserved and how people can act to preserve them.	**Impacts of technology over time** In this unit, students will explore the following inquiry question: • *How have changes in technology shaped our daily life?* Learning opportunities support students to: • 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.	
Summative Assessment	**Unit 1: Present connections to places** *Assessment task* **Present connections to places** Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.	**Unit 2: Impacts of technology over time** *Assessment task* **Impacts of technology over time** Students interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time	
Technologies		**Computers – Handy Helpers** In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: • recognise and explore how digital and information systems are used for particular purposes in daily life • collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems • work independently and with others to create and organise ideas and information, and share these with known people in safe online environments. **Assessment:** *Collection of Work* Students identify the purposes of common digital systems, represent data to make meaning and create and share information using collected data to convey meaning.	**Computers – Handy Helpers** In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems **Assessment:** *Collection of Work* Students design an algorithm to solve a problem.

The Arts	**Visual Arts** In this unit of work students will explore the inquiry question: • When does an object become art? The art elements that will be focused on are shape and repetition with a numeracy link to transformations. Our focus text will be 'Grandma in blue with red hat' by Scott Minchin and the artists that we cover will include Andy Goldsworthy, William Morris, Narelle Oliver, Margaret Olley, Antony Gormley, Judy Watson, Vincent Van Gogh and Rosalie Gasgoine.	**Drama** **Stories come to life** In this unit, students will make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement. Students will: • explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama • use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories • present drama that communicates ideas, including stories from their community, to an audience respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal Peoples and Torres Strait Islander Peoples.		

Assessment: *Portfolio of work* Students view and describe a range of artworks and to create artworks with a range of materials using different techniques and processes.	**Assessment:** *Collection of work* Students devise, perform and respond to drama using a picture book as stimulus.	

Music In this unit, students continue to develop their singing voices through singing limited range, simple songs. They read, write and perform with rhythms ❙ ⊓ Ɀ and solfa (so and mi). Students recognise and perform ostinatos and drones, and identify phrases of songs, labelling the form (A B A A etc). They sing in canon, play tuned and un-tuned percussion instruments and respond to music they make and hear.	**Music** In this unit, students continue to develop their singing voices through singing limited range, simple songs. They read, write and perform with rhythms ❙ ⊓ Ɀ and solfa (mi, so and la). Students learn about the staff, time signature $\frac{2}{4}$, bars and bar lines, piano/forte, introduction, verse, chorus, melody and accompaniment. They also discuss how sound is produced (including hit, blown, plucked and shaken) and respond to music they listen to, make and perform.

HPE	**Physical** **Soccer** In this unit, students will refine the fundamental movement skills of kicking (dribbling, passing & striking) and apply movement concepts and strategies to solve challenges in games of soccer. They will apply strategies for working cooperatively and apply rules fairly.	**Physical** **Athletics** In this unit, students will refine the fundamental movement skills of running, jumping and throwing, and apply movement concepts and strategies in games to solve challenges. They will also understand the benefits of being physically active.	**Physical** **Scooter boards** In this unit, students will demonstrate fundamental movement skills while using scooter boards. They will manoeuvre a scooter board along different pathways and through a range of obstacles. Students will be provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They will also work collaboratively with partners to solve team-based scooter board challenges.	**Physical** **Skipping** In this unit students will perform long-rope skipping sequences to rhymes. They will identify how their heart reacts to skipping.

Health **Stay Safe** 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 will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing. Students: • understand their personal responsibility in staying safe • understand how to stay safe in the wider community • recognise the clues that can be used to recognise safe and unsafe situations • understand the emotions they feel in response to safe and unsafe situations • identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary • examine sun safe strategies to promote their own health, safety and wellbeing. This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.	**Health** **Message Targets** Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others health and wellbeing. Students: • understand advertising techniques and the purpose of advertising • interpret health messages and how they influence people's decisions and behaviours • understand how advertisements are used to promote healthy behaviours • recognise how to make decisions that promote their own health and wellbeing • use their knowledge of advertising and health messages to create a health promoting poster.

		Assessment:	**Assessment:**
		Collection of work	*Collection of work*
		To describe changes as they grow older. To identify how emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems.	Students examine the messages on breakfast cereal boxes to allow them to make good choices about their health. To examine health messages and describe how to keep themselves and others healthy and physically active.