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| **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. | | **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  Students listen to short, decodable and predictable texts and demonstrate use of predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They identify connections between texts and their personal experience. | | | | | | **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. | | | | **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.  Students reads short, decodable and predictable texts and demonstrate understanding of concepts of print, sounds and letters, and decoding and self-monitoring strategies to make meaning from texts. | | |
|  | **Summative Assessment** | | **MONITORING Talking about a favourite story** Students select a favourite story and create a short-spoken response to elements of the story. | | **Retell a story** *Informative response — written* Students demonstrate comprehension of, and personal connection to, a familiar story through retelling events to peers. They recall and write simple sentences.  **Listening and comprehending** *Short answer questions* Students listen and respond orally to comprehension questions.  **Decoding** *Short answer questions* Students decode words with known code and respond orally and physically to three questions. | | | | | | **Create, recite and respond to a rhyme and rhyming story** *Informative response — oral* Students listen and demonstrate knowledge of rhyme through written and spoken communication. Students communicate an opinion about a familiar rhyming story and identify the use of rhyme. | | | | **Reading and comprehension**  *Short answer questions*  Students read aloud and respond orally to comprehension questions.  **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  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. | | Unit 2  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 * 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 3  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. | | | | Unit 4  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. * Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions. | | |
|  | Summative Assessment | | **Grouping familiar objects and counting and ordering small collections** *Interview/Observation* Students group familiar objects based on common characteristics. Students order their groups and count the objects. | | **Event duration and connecting events to days of the week** *Assignment/Project* Students connect events and days of the week, and explain the order and duration of events.  **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.  **Shape Sort Investigation** *Project/Interview* Students sort and describe shapes and create a toy. | | | | | | **Location** *Worksample/Interview* Students use appropriate language to describe location.  **Measurement** *Interview/Observation* Students compare objects using length, mass and capacity.  **Number investigation** *Assignment/Project* Students make connections between number names, numerals and quantities up to 10 and create a number square. | | | | **Number representations (Munching Molly)** *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.  **Answering questions** *Assignment/Project* Students answer simple questions to collect information and make simple inferences. | | |
|  | Science | | **Unit 3: Examining 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. | | **Unit 1: 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. | | | | | | **Unit 2: 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. | | | | **Unit 4: Making a house for the Three Little Pigs**  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 3: Examining the weather** *Supervised assessment* Students suggest how the weather affects themselves and other living things. They share observations about the weather. | | **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 4: Making a house for the Three Little Pigs** *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 Island peoples  use voice, facial expression, movement and space to imagine and establish role and situation  resent 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. | | | | | | **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 such as 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. | | | | | | |
| **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. | | | | | | | | **Drama** Assessment will gather evidence of the student’s ability to describe what happens in drama they make and perform. Students will identify some elements in drama and describe where and why there is drama in the world around them. They will also make and present drama that explores the school/local community/imagined places using the elements of role, situation and focus in dramatic play. | | | | | | |
|  | 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 – 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. | | | | **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. | | |
| **Health – I can do it!**  Students explore information about what makes them unique and their strengths and achievements. They participate in play.  **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 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**  **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. | | | | | |  | | | |  | | |
|  | Technology | |  | | |  | | | | **Digital Technologies**  Students recognise digital systems and use them to create a flag for Stretton. Students identify if a photo of themselves is “mine only” or if is it for everyone. | | | | **Design and Technologies**  Students identify manmade objects in and around our school that help to improve our lives.  They build a house for the 3 little pigs in line with testing materials in science.  They demonstrate iteration of design (photos of different ways). They work safely and follow steps to setup and pack up all materials used. | | | |
| **Year 1** | | | | | | | | | | | | | | | | | |
|  | |  | | **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 listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. | | | | **Exploring characters and language of communication 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. 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: 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 4: Create and present a character (week 5)**  *Imaginative response – oral*  Students create a new character for a familiar story, create a character description using writing and images 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. |
|  | | Mathematics | | Unit 1  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. | | | | | Unit 2  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. | | | Unit 3  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. | | | | Unit 4  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. | |
|  | | Science | | **Living Adventure**  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. | | | | | **Material madness**  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. | | | **Exploring light and sound**  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. | | | | **Changes around me**  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. | |
| 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 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. | | | | **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. | |
|  | | HASS | |  | | | | | | | | 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. | | | | **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. | |
|  | | | | | | | | **Assessment:**  Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time. | | | | **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. | |
|  | | 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 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. | |