



	Term One	Term Two	Term Three	Term Four
English	Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, various types of stories, rhyming verse and poems. Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes.	Students engage with a range of informative texts that support learning in English and across the curriculum. Imaginative texts with related themes and topics are selected to complement these. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, various types of stories and non-fiction texts. Students explore familiar text types such as stories and informative texts, and identify language and visual features of texts to suit their purpose. They recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts.	Students engage with texts that contain straightforward sequences of events and everyday happenings, for example: informative texts that retell real experiences, and imaginative texts that include events or happenings experienced by the characters. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories, rhyming verse, poems, non-fiction, multimodal texts and dramatic performances. Through texts, students recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school.	Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories and poems. Through texts students explore how characters and events are represented and language used to describe them. They build on their understanding of imaginative texts, exploring text structures and language features including how sentences work to make meaning and connections between print and images.
Mathematics	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>look for and make connections between number names, numerals and quantities</li> <li>learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts</li> <li>develop a sense of sameness, difference and change when engaging in play-based activities about patterns</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>develop a sense of sameness, difference and change when engaging in play-based activities describing position and location</li> <li>bring mathematical meaning to the use of familiar terms and language when explaining thinking about position and location</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify and compare data</li> <li>bring mathematical meaning to the use of familiar terms and language when posing and responding to questions about data, and explaining thinking and reasoning</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</li> <li>explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, adding to and taking away from collections to at least 10</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</li> <li>explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>name, create and compare shapes, using elementary mathematical reasoning in active learning experiences</li> <li>develop a sense of sameness, difference and change when engaging in play-based activities about shapes</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects</li> </ul>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</li> <li>learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts</li> </ul>
Science	<p><b>Earth and Space Sciences</b></p> <p>In this unit, students observe and explore the properties of Earth's resources and describe how familiar resources can be used.</p>	<p><b>Biological Sciences</b></p> <p>In this unit, students represent, share and reflect on observations about the needs of living things and how an environment can affect them.</p>	<p><b>Physical Sciences</b></p> <p>In this unit, students design a toy that will move. Students ask and respond to questions about the properties and behaviours of the toy, and share and reflect on observations.</p>	<p><b>Chemical Sciences</b></p> <p>In this unit, students describe the properties of familiar objects and share and reflect on observations. Students combine materials to make an object to meet a purpose, explain their choice of materials and test their object.</p>
Humanities and Social Sciences	<p><b>Remembering special events</b></p> <p>In this unit, students talk about special events in their life and how they are celebrated. Students retell events and answers questions about their past.</p>		<p><b>Connection to places</b></p> <p>In this unit, students describe and represent the features of familiar places and suggest ways to care for familiar places.</p>	
The Arts	<p><b>Visual Arts-New stories</b></p> <p>In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.</p>		<p><b>Drama-My place</b></p> <p>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.</p>	
Technologies	<p><b>Digital Technologies-Handy Helpers</b></p> <p>In this unit, students recognise and explore digital systems and their purpose. Students will investigate, create, communicate, manage and operate ICT.</p>		<p><b>Design and Technologies-Grow, Grow, Grow</b></p> <p>In this unit, students will describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.</p>	
Health and Physical Education (HPE)	<p><b>Personal, Social and Community Health-I can do it</b></p> <p>In this unit, students explore information about what makes them unique, identifying their strengths and achievements. Students identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.</p> <p><b>Movement and Physical Activity-Let's get moving</b></p> <p>students explore how to move and play safely during physical activity. Students develop the fundamental movement skills of running, jumping, hopping and galloping. Students apply fundamental movement skills and solve movement challenges.</p>	<p><b>Personal, Social and Community Health-I am growing and changing</b></p> <p>In this unit, 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.</p> <p><b>Movement and Physical Activity-Catch that bean</b></p> <p>students demonstrate personal and social skills for working with others in a range of activities. Students develop the fundamental movement skills of two-handed catching and underarm throwing and explore dynamic balances with beanbags. Students apply these skills to solve movement challenges.</p>	<p><b>Personal, Social and Community Health-Looking out for others</b></p> <p>In this unit, students identify and describe different emotions people experience. Students explore and practise ways to interact with others in a variety of settings.</p> <p><b>Movement and Physical Activity-Who wants to play?</b></p> <p>In this unit, students demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.</p>	<p><b>Personal, Social and Community Health-I am safe</b></p> <p>In this unit, students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p> <p><b>Movement and Physical Activity-Animal groove</b></p> <p>In this unit, students perform fundamental movement skills to music. Students explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement.</p>
Languages (Japanese)	<p>The initial focus is on listening to the sounds and patterns of Japanese through language-rich activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words, simple phrases and non-verbal communication strategies employed in greetings and other social interactions. Learners experiment with simple responses to prompts and cues.</p>			