



	<b>Term One</b>	<b>Term Two</b>	<b>Term Three</b>	<b>Term Four</b>
<b>English</b>	Students engage with a variety of literature including the oral narrative traditions and literature of First Nations Australians through picture books, stories, short films, animations and texts written by Australian and world authors. Sequences of events and everyday happenings with recognisable characters are evident in these texts. Students discuss features of stories including plot, character and settings, and make connections with their own experiences. They recount events about a familiar story.	Students participate in shared reading, and viewing of authentic texts including non-fiction texts. These texts may include topics being studied in other learning areas, oral narrative traditions and literature of First Nations Australians and new content on familiar topics with supporting illustrations and diagrams. Students explore how texts such as simple procedures, reports and factual descriptions are organised according to their purpose. Students create short texts to report on events or experiences to present to an audience.	Students engage with a variety of texts including imaginative, informative and persuasive texts, picture books, stories, short films, animations and dramatic performances. These texts present new content on familiar topics of interest and topics being studied in other learning areas, including literature of First Nations Australians and from a wide range of Australian and world authors. Through these texts, including persuasive texts and texts that express opinions, students explore text structures and language features. They read, view, and comprehend imaginative and informative texts, including authentic texts and simple decodable texts aligned with phonic development. Students create a persuasive text to express an opinion with a reason.	Students engage with a range of spoken, written and multimodal texts, including picture books, poetry, rhymes, chants, songs, dramatic performances, and oral narrative traditions. They participate orally retelling stories, sharing ideas and identifying sound patterns in rhyming stories or poems. Students draw connections between the depiction of characters, settings and events, and to own personal experiences. Students identify the text structures and language features of rhyming stories or poems, and informative texts.
<b>Mathematics</b>	<b>Number and Algebra</b> Demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others <b>Space</b> use simple transformations, directions and pathways to move the positions of people and objects within a space <b>Statistics</b> use simple surveys to collect and sort data, based on a question of interest. recognise that data can be represented in different ways explain patterns in the results	<b>Number and Algebra</b> Partition one- and two-digit numbers recognise patterns in numbers and extend knowledge of numbers beyond two digits use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers. Use curiosity and imagination to explore situations and choose ways of representing thinking when communicating with others quantify collections using skip counting. <b>Measurement</b> explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events	<b>Number</b> Demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers develop a sense of equivalence, fairness, repetition <b>Space</b> recognise shapes and objects in the environment reason spatially and use spatial features to classify shapes and objects <b>Measurement</b> explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity)	<b>Number and Algebra</b> demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits develop a sense of equivalence, fairness, repetition and variability when engaging in play-based and practical activities use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others quantify collections using skip counting
<b>Science</b>	<b>Earth and Space Sciences</b> In this unit, students identify different uses Earth's resources and describe ways to conserve them. Students use informal measurements to make observations.	<b>Biological Sciences</b> In this unit, students describe and represent the changes to a living thing in its life stages. Students compare the life stages of two different living things.	<b>Physical Sciences</b> In this unit, students design a toy that will move with a push or a pull, and describe a change to the toy and how it affects the toy's movement. Students pose an investigation question and make a prediction about the toy's movement.	<b>Chemical Sciences</b> In this unit, students investigate the combination of materials used to make an object for a particular purpose. Students record and represent observations and communicate ideas.
<b>Humanities and Social Sciences (HASS)</b>	<b>Remembering special events</b> In this unit, students explain how technology has shaped daily lives and investigate important historical places.		<b>Connection to places</b> In this unit, students recognise the world is divided into geographic divisions and investigate how people are connected to places.	
<b>The Arts</b>	<b>Visual Arts-Reinventing objects</b> In this unit, students explore processes of invention and imagination through found object sculpture, drawing and collage to communicate meaning and represent new ideas about change and recycling.		<b>Drama-Stories come to life</b> In this unit, students make and respond to drama by using picture books as a stimulus as they bring them to life with voice, movement, soundscapes and improvisations for performance.	
<b>Technologies</b>	<b>Digital Technologies-Handy Helpers</b> In this unit, students collect, sort and organise data to share with the class in an online space. Students investigate, create, communicate, manage and operate ICT.		<b>Design and Technologies-It's showtime!</b> In this unit, students explore the characteristics and properties of materials and components that are used to produce designed solutions. Students design and make a puppet with moving parts to use in a puppet show.	
<b>Health and Physical Education (HPE)</b>	<b>Personal, Social and Community Health-A little independence</b> In this unit, students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities. <b>Movement and Physical Activity-Playing with balls</b> In this unit, students develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play practices.	<b>Personal, Social and Community Health-Good choices, healthy me</b> In this unit, 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 will describe how to keep themselves and others healthy in different situations. <b>Movement and Physical Activity-I'm a 'balliever'</b> In this unit, students perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities.	<b>Personal, Social and Community Health-We all belong</b> In this unit, students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. 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 that they belong. <b>Movement and Physical Activity-Catch me if you can</b> In this unit, students develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They will explore positive ways to interact with others, including strategies to work in groups and play fairly.	<b>Personal, Social and Community Health-My safety, my responsibilities</b> In this unit, students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. <b>Movement and Physical Activity-Equipped to move</b> In this unit, students explore elements of movement while developing fundamental movement skills that involve manipulating equipment (hoops, balls and rhythm ribbons). They perform fundamental movement skills.
<b>Languages (Japanese)</b>	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.			