



	<b>Term One</b>	<b>Term Two</b>	<b>Term Three</b>	<b>Term Four</b>
English	<b>Exploring a text</b> In this unit, students create and present a spoken procedure in the role of a character from a story. They write a letter to persuade a known audience.	<b>Create and present a traditional story</b> In this unit, students create and present a traditional story which includes a moral. They will comprehend a traditional Asian story and demonstrate reading accuracy, fluency and comprehension in imaginative texts.	<b>Analysing and creating informative multimodal texts</b> In this unit, students interpret and analyse information from a feature article. They will demonstrate reading accuracy, fluency and comprehension of an informative text.	<b>Interpret and evaluate a humorous poem</b> In this unit, students interpret and evaluate a humorous poem for its characteristic features
Mathematics	<b>Number and place value, Location and transformation, Data representation and interpretation</b> In this unit, students count and represent numbers up to 1 000, locate numbers on a number line and partition numbers using place value. Students explain the effects of one-step transformations. Students interpret simple maps of familiar locations. Students collect, organise and represent data to make simple inferences.	<b>Number and place value, Using units of measurement (time), Chance</b> In this unit, students complete and describe number sequences involving twos, threes and fives. Students tell time to the quarter hour and use a calendar to locate information. Students describe outcomes for everyday events and make simple inferences.	<b>Number and place value, Shape, Using units of measurement</b> In this unit, students solve simple addition and subtraction problems using a range of strategies. Students represent multiplication and division to solve simple problems. Students draw two-dimensional shapes and recognise the features of three-dimensional objects. Students measure, compare and order objects using uniform informal units.	<b>Number and place value/ fractions, Money</b> In this unit, students divide collections and shapes into halves, quarter and eighths and solve simple problems. Students associate collections of Australian notes and coins with their values.
Science	<b>Earth and Space Sciences</b> In this unit, students describe objects and events that they encounter in their everyday lives. To describe changes in the local environment. To respond to questions and sort and share observations	<b>Biological Sciences</b> In this unit, students To describe how different places meet the needs of living things. To respond to questions and share observations with others.	<b>Physical Sciences</b> In this unit, students describe the properties and behaviour of familiar objects. To share and reflect on observations and ask questions about familiar objects. To participate in a guided investigation designing a sound instrument, and describe the effects of interacting with it.	<b>Chemical Sciences</b> In this unit, students describe the effects of physically changing a material to make a boat that floats. To make a prediction, participate in a guided investigation and record and share observations.
Humanities and Social Sciences (HASS)	<b>Changing life and communities</b> In this unit, students will investigate their personal history and identify and describe important dates and changes in their own lives.		<b>People and places</b> In this Unit, students will explore what places are like and what makes them special. They will recognise the features of places and collect data about observations of a local place.	
The Arts	<b>Action stories</b> In this unit, students make and respond to dance by exploring action stories as stimulus.		<b>What can you hear?</b> In this unit students explore the existence and impact of sound as a representation of settings and characters in the community.	
Technologies	<b>Spin it!</b> In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy .		<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.	
Health and Physical Education (HPE)	<b>Personal, Social and Community Health-My classroom is healthy, safe and fun</b> In this unit, students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.  <b>Movement and Physical Activity-Gym: iMove, iJump, iLand</b> In this unit, students will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.	<b>Personal, Social and Community Health-Our culture</b> In this unit students explore what shapes their own, their family and classroom's identity. They will examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students will explore the importance of celebrating who they are and respecting each other's differences.  <b>Movement and Physical Activity-They keep me rolling</b> 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.	<b>Personal, Social and Community Health - Stay safe</b> In this unit In this unit, 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 identify 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.  <b>Movement and Physical ActivityRopes and rhymes</b> In this unit students will perform long-rope skipping sequences to rhymes. They will identify how their heart reacts to skipping.	<b>Personal, Social and Community Health- Message targets</b> In this unit, 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.  <b>Movement and Physical Activity-What's your target?</b> In this unit, students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).
Languages (Auslan)	During Auslan lessons, students communicate visually through the use of high-frequency signs, gestures and fingerspelling to interact with adults and each other to talk about themselves, their families, friends and immediate environment. Students engage with Auslan multi-media texts. Students identify similarities and differences in ways they interact when communicating in English and in Auslan.			