

Learning Area

Term 1

Term 2

Term 3

Term 4

English	My Family Students listen to and view a range of texts to comprehend and compare the similarities and differences between their family and those in texts and in their community. They explore what makes them and their family special, how they can be different. Students draw a labelled picture of their family and present to an audience of peers.	Informative and Imaginative Insects Students listen to and engage with a range of literary and non-literary texts about insects. They create a text to provide information about a chosen insect and retell a familiar story.	Community Helpers Students listen to, view, read and respond to a range of informative texts about community helpers and explore text structure and organisation. Students create and present a short informative response to an audience of peers.	Writing letters Students read and respond to literature and explore text structure and organisation. They listen to, view and interpret a range of multimodal texts, including poetry and rhymes to develop an understanding of sound and letter knowledge. Students create a short letter to their 2021 teacher that includes illustrations.
Maths	Students engage with learning about patterns, grouping, shapes, colours and numbers from 0-10 and backwards. Students sort groups of objects and explain how they are grouped.	Students continue to count forwards and backwards from 0-10 and counting to and from 20 will be introduced. Students engage using directional language including above, underneath, between, near, next to, forward, backwards and toward. Students also compare objects using mass, length and capacity.	Students continue counting to and from 20. They order small collections and connect events and days of the week.	Students consolidate their learning of number concepts taught throughout the year. They explain the order and duration of familiar events and answer simple questions to collect information.
Science	Staying Alive 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. 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.	What's it made of? Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration students learn how to describe the properties of the materials from which objects are made and how to pose scientific questions. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.	Weather in my world 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. 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.	On the move 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.
Technologies	Bee Bot 101 Students begin to understand the fundamental concept that digital technologies are a suite of tools that students can use to solve problems. They interact with iPads, bee-bots and personal computers and explore these technologies with a purpose.	Healthy and Unhealthy Habitats Students create a mind map about a number of animal habitats using photographs. They use Book Creator in a clear and informed manner to input pictures for display. Students present their mind map to a class audience.		
Humanities and Social Sciences	My family Students discuss and listen to conversations about families. Students create a picture that shows their family doing a past activity.	My community Students create a model of a place in the community using various visual arts materials independently. Students give a presentation to the class describing the features of their model.	Special Places Students choose their favourite place and create a poster using a variety of materials. Students describe the features of their favourite place and ways to care for that place.	Celebrations Students learn and perform a dance from a chosen celebration. They sequence familiar celebrations in order and describe a celebration they celebrate with their family.
The Arts		Visual Arts: Students explore various materials and techniques to make artworks that communicate ideas.		Dance: Dancing characters Students make and respond to dance by exploring characters in stories and rhymes as stimulus.
Music	Developing beginner musical skills Students communicate about the music they listen to, make and perform. They demonstrate aural skills by staying in tune and keeping in time when they sing and play. Students will aurally and visually recognise, sing and play on the beat, become aware of simple rhythm (ta, za), pitch (single pitch), dynamics (loud, soft), form and structure (call and response), timbre (voice, piano) and texture (unison). Students will explore sounds through instruments and voice as they learn to listen to and make music, discriminate between sounds and silence, and loud and soft sounds, move and perform with an understanding of beat and tempo and listen as performers and as audience.		We can make music Students communicate about the music they listen to, make and perform and where and why people make music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play. Students will learn to improvise, compose, arrange and perform songs with accurate pitch and rhythm, compose, arrange and perform simple rhythm (ta, za), pitch (short melodic phrases), dynamics, form and structure (lyrical song), timbre (voice, percussion instrument, piano) and texture (homophonic – melody against accompaniment) Students will explore sounds through instruments and voice as they learn to listen to and make music, move and perform with an understanding of beat and tempo and listen and reflect as performers and as audience.	
HPE	Equipment Manipulation and Challenges Students participate in motor programs to develop basic skill development based on age appropriate ACHPER standards. They develop early skills required for tenpin bowling and basic racquet skills using early introduction table tennis. Students will also develop skills in manipulating equipment (hoops/bean bag/medium sized balls)		Team Challenges and Being Part of a team Students develop skills in preparation for junior sports days incorporating simple locomotor activities and relays and team challenges. They are introduced to simple skipping activities using Jump Rope for Heart activities Students participate in organised games (rules and team work challenges) and develop gymnastics skills.	