

Learning Area	Term 1	Term 2	Term 3	Term 4
English	Retelling cultural stories Students listen to, read, view and interpret picture books and stories from different cultures. They write a retelling of a Dreamtime story and make a presentation about their favourite character.	Procedural texts students explore language features and text structures of procedural texts in imaginative and informative contexts. They write and create a digital multimodal procedure and listen to, read and comprehend a short imaginative text.	Exploring texts about Space and creating characters Students read, view and listen to a range of imaginative and informative texts about Space. They create an informative text with an appropriate image. They also create a character to be included in a literary text and discuss their choices in an interview.	Exploring poetry Students listen to, read and view a variety of poems including nursery rhymes to explore sound patterns and features of plot, character and setting. Students make connections to personal experiences and demonstrate reading accuracy, fluency and comprehension of character development.
Maths	Students learn to recognise, order and describe Australian coins according to their value. They recognise and classify familiar 2D and 3D shapes. Students describe the features of each shape using everyday words e.g. corners, edges and faces. Students begin counting to and from 100 in 1's from any starting point and begin skip counting in 2's, 5's & 10's starting from zero. They begin to investigate the place value of numbers to 100 using tens and ones.	Students give and follow directions to familiar and unfamiliar locations using specific and accurate directional language. They investigate the length and capacity of objects using informal units of measurement. Students continue counting to and from 100 in 1's from any starting point and skip counting in 2's, 5's & 10's starting from zero. They continue to investigate the place value of numbers to 100 using tens and ones. Students begin to investigate number lines and the patterning of objects and numbers.	Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences. Students continue counting to and from 100 in 1's from any starting point and skip counting in 2's, 5's & 10's starting from zero. They continue to investigate the place value of numbers to 100 using tens and ones. They begin simple addition and subtraction problems using counting strategies.	Students tell time to the half hour using analogue and digital clocks. They explain time durations. Students identify representations of one half. They continue counting to and from 100 in 1's from any starting point and skip counting in 2's, 5's & 10's starting from zero. They continue to investigate the place value of numbers to 100 using tens and ones. They continue simple addition and subtraction problems using counting strategies.
Science	Dinosaurs and more 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 use science knowledge to recommend changes to care for the environment.	Bend it! Stretch it! 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. 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.	Changes all around 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.	Look! Listen! 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.
Technologies	Bee Bots and Coding Students 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 to explore these technologies with a purpose.	Our Favourite Recipes Students create a comprehensive and effective mind map about a favourite recipe. They use Keynote in a clear and informed manner to input pictures for display. Students present their mind map to a class audience.		
Humanities and Social Sciences	Features of places In this unit students identify and describe the features of places and their location and the changes to the features of places. They will recognise that people describe the features of places differently and describe how places can be cared for.		Personal History Students identify and describe important dates and changes in their own lives. They sequence personal and family events in order and represent the location of significant places and their features on labelled maps. They share stories and present observations and findings using everyday terms to denote the passing of time.	Past and Present In this unit students explain how some aspects of daily life have changed over recent time while others have remained the same. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided.
The Arts				Drama: Poetry Alive Students make and respond to drama by exploring ways that ideas in poetry can be a stimulus for dramatic action.
Music	Develop beginner musical skills Students communicate about the music they listen to, make and perform. Students learn to improvise and perform music. 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 song to discriminate between rhythm and beat. Become aware of simple rhythm (ta, za, titi), pitch (mixture of solfège do-so), dynamics (loud, soft), tempo (fast, slow), form and structure (call and response), timbre (voice, piano, strings instruments) and texture (unison and accompaniments). Students will explore sounds through instruments and voice as they learn to listen to and make music, discriminate between sounds and silence, loud and soft sounds, move and perform with an understanding of beat and rhythm and listen as performers and as audience.		We can make music Students communicate about the music they listen to, make and perform. Students learn to improvise and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play. Students will practise and perform music, reading from notation (invented and learnt symbols), practising techniques for singing songs and playing classroom instruments, choose and combine sounds to create compositions, for example, combining pitch and rhythm patterns, share constructive observations about music from a range of cultures as a performer and audience member. Students will further learn to describe shapes, patterns, form or mood of pieces of music using their own words and learnt music terminology and identify the roles of an active performer and a reflective listener.	
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 develop basic racquet skills using early introduction table. 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.	