

Learning Area	Term 1	Term 2	Term 3	Term 4	
English	Sportsmanship Students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. Students read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They will understand how language features, images and vocabulary choices are used for different effects. They write a short imaginative narrative based on a familiar theme.	Examining texts from different cultures Students listen to, read, view and interpret an imaginative text from a different culture. They comprehend texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They write a persuasive letter that links to the imaginative text.	Celebration narrative Students listen to, read, view and interpret imaginative and informative texts about celebrations and commemorations observed in Australia and around the world. They create an imaginative narrative with supporting images based on a familiar theme.	Celebration presentation Students listen to, read, view and interpret imaginative and informative texts about celebrations and commemorations observed in Australia and around the world. They create and present an informative multimodal text about a chosen celebration or commemoration.	Reading and writing poetry Students listen to, read, view and create a range of poems. They explore how language features and devices can be used for different effects and select ideas and events from texts read that relate to their own lives. Students explore how language features and devices can be used to create poetry and collate their own individual folio of poems.
Maths	Students learn to compare data, represent data, identify numbers as odd or even, continue number patterns and match positions on maps with given information.	Students recognise the connection between addition and subtraction, recognise angles, use metric units for length, mass and capacity, conduct chance experiments and represent money values in various ways.	Students learn to identify symmetry, solve problems using efficient strategies for multiplication, model and represent unit fractions, recall addition and multiplication facts for single-digit numbers and make models of three-dimensional objects.	Students count to and from 10 000, correctly count out change from financial transaction and tell time to the nearest minute.	
Science	Feathers, fur or leaves? Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. Students use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students use scientific language and representations to communicate their observations, ideas and findings.	Melting moments Students understand how a change of state between solid and liquid can be caused by adding or removing heat and explore the properties of liquids and solids. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.	Night and day Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives.	Heating up Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.	
Technologies	Interactive sportsmanship game Students will use a range of digital systems and peripheral devices to create a digital solution using a visual programming language. Students will apply their knowledge of visual coding languages to create an interactive game/story. They will manage data by importing and exporting images and files on the iPads.		Multimodal presentation on celebrations Students will produce a multimodal presentation about a selected celebration around world. They will be given success criteria and will need to use the success criteria to judge how successful their presentation is.		
Humanities and Social Sciences	Exploring places near and far Students represent data and identify and compare places. Students use a map to find information, represent data in tables and on graphs and use information to compare two places.	Roles, rights and responsibilities Students explain the importance of making decisions democratically and the role of rules in the community.	Our unique communities Students sequence information about events and the lives of individuals in chronological order. They examine information to identify and describe aspects of the community that have changed and remained the same over time. Students explain how and why people participate in and contribute to their communities.	Anzac Day Students pose questions about the significance of Anzac Day, locate and collect information from sources to answer questions, identify individuals, events and aspects of the past that have significance in the present and identify the importance of different celebrations and commemorations for different groups.	
The Arts				Media Arts: Poetry in motion Students create a character animation to deliver an audio recording of a short poem.	
Music	Developing fundamental musical skills Students improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression. Students extend their understanding of the elements of music as they develop their aural skills (solfege do-la, ostinato pattern using body percussion or tuned instruments) and match pitch and show the direction of a tune with gesture or drawings (solfege hand sign). Students learn to recognise difference between notes moving by step and by leap (CDEFG), recognise and discriminate between rhythm and beat and explore meaning and interpretation of music using rhythm and pitch and time signature (titi, ta, za, tikatika).		Let's respond, compose and perform music Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students will explore given rhythm and pitch patterns, structures or timbres to improvise and create music, experiment with ways of using voices and instruments and combining sounds, silence, tempo and volume to create and perform music. Students will learn to improvise and trial ideas to create compositions for specific audiences and purposes and write about how they have used the elements of music when composing and performing and discussing with others the meaning and intended purposes of their compositions.		
HPE	Developing fundamental movement skills Students participate in motor circuits to develop manipulative skills and improve fitness levels based on age appropriate ACHPER standards. They participate in tenpin bowling as per Sporting Schools Program and are introduced to athletics field events high jump/long jump/shot putt. They also participate in table tennis as per Sporting Schools Program.		Sport specific skill development Students are introduction to tennis and <i>Sporting Schools Hot Shot Program</i> . Students develop lawn bowls, volleyball and golf early skills.		