

Learning Area	Term 1	Term 2	Term 3	Term 4
English	<b>Short stories</b> Students listen to, read, view and interpret a range of stories about friendship and explore how they convey a message. They create and present a short narrative for a younger audience.	<b>Expressing an opinion</b> Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character.	<b>Information reports</b> Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of informative texts. Students create, discuss and present a multimodal information report with supporting images.	<b>Reading and writing poetry</b> Students read, listen to and respond to a range of poems. They plan and create an innovation of a known poem for a familiar audience. Students explore a variety of stories in picture books to explore how stories use plot and characterisation to entertain and engage an audience.
Maths	In this unit, students will learn about 2D and 3D shapes, ordering shapes and objects using informal units, using calendars, collecting data, making simple inferences, and how to apply fractions to a collection and shapes.	In this unit, students will learn about the three transformations to shapes, addition and subtraction strategies and how to use them, and how chance can be applied to everyday situations.	In this unit, students will learn about multiplication and division strategies and how to use them, how to read and draw simple maps, number sequences and how to continue them and how to identify missing elements in number patterns.	In this unit, students will learn about time to the quarter hour, how to make different collections of money, and how to count to 1000.
Science	<b>Watch it grow</b> Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal. Students respond to questions, make predictions, use informal measurements, sort information and represent and communicate observations and ideas.	<b>All mixed up</b> Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.	<b>Water works</b> Students investigate Earth's resources in particular water. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.	<b>Push/Pull</b> Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. Students apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.
Technologies	<b>Bee Bots and Coding</b> 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.	<b>Why is our zoo the best?</b> Students create a digital project (map from maths) about a student designed zoo using photographs. They use PowerPoint in a clear and informed manner to input their information and data about their zoo. Students present their PowerPoint to a class audience.		
Humanities and Social Sciences	<b>Significant Sites</b> Students choose a significant site in their local area. They answer questions about the significant site using information from fact sheets provided by teachers. T	<b>Continents</b> Students recognise that the world is divided into geographic divisions and that places can be described at different scales. They locate information from observations and from sources provided.	<b>Connections to Countries</b> Students discuss their connections to places in the world, especially in Asia and Australia. They label and annotate a map of the regions that they have connections with and they explain their connections. Students use a compass on maps to locate countries.	<b>Past and Present</b> Students identify how and why the lives of people have changed over time while others have remained the same. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order.
The Arts	<b>Dance: Cultural Dance</b> Students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.		<b>Media Arts: Community Messages</b> Students create representations of characters and settings to deliver community safety methods using media art.	
Music	<b>Develop beginner musical skills</b> 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 aurally and visually recognise, sing and play song to discriminate between rhythm and beat, work with of simple rhythm (ta, za, titi), pitch (mixture of solfege 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 explore sounds through instruments and voice as they listen to and make music, discriminate between sounds and silence and move and perform with an understanding of beat and rhythm.		<b>We can make music</b> 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 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 learn to describe shapes, patterns, form or mood of pieces of music using their own words and learnt music terminology.	
HEALTH	<b>Being healthy, safe and active</b> Students explore what it means to be themselves, what makes them strong and how to keep safe. Students learn about the growing and changing of their bodies and who is important in their life. This unit has students develop	<b>Communicating and interacting for health and wellbeing</b> In this unit students explore what it means to encourage and appreciate others, belong to a community and how their feelings and actions impact themselves and others.	<b>Contributing to healthy and active communities</b> In this unit students discover and learn what it means to be in a healthy, safe and active classroom environment. They explore what it means to be active in different places and how it's good to be different from others around them.	<b>Being healthy, safe and active</b> Students learn about bullying, safe medicines and the importance of eating healthy. Water, road safety and how to play safely outdoors are learnt across term 4 also. The students prior understanding of health across the year

		understanding about who are the safe people in their lives and how to keep themselves safe.	Students will learn key health messages about water, vegetables, exercise and being active.		allow these topics to be taught alongside swimming trips taken by the school.
	PE	<b>Equipment Manipulation and Challenges</b> 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 tennis Students also participate in simple games that involve the use and manipulative skills using hoops, bean bags and medium sized balls		<b>Team Challenges and Being Part of a team</b> Students developing skills in preparation for junior sports days incorporating simple locomotor activities and relays and team challenges. They participate in lawn bowls familiarisation activities and low organised games (rules and team work challenges). Students also develop gymnastics skills	