

KEY LEARNING AREAS

		TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH		Unit 1 Enjoying our new world In this unit, students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</i> Monitoring task - Responding to a familiar story Students respond to a familiar story by drawing and speaking in an informal setting.	Unit 2 Enjoying and Retelling Stories In this unit students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. <i>Informative response – oral</i> Assessment task - Retell a story Students respond to and retell a familiar story to peers. <i>Collection of work</i> Assessment task - Collection of work (optional additional evidence) Students provide evidence of performance against identified aspects of the achievement standard.	Unit 3 Interacting with others In this unit students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning: <i>Focused teaching and learning, Play, Real-life situations, Investigations and routines and Transitions.</i> <i>Imaginative response – oral</i> Assessment task - Create and recite a rhyme Students listen to, innovate on and create a rhyme using written and spoken communication. <i>Informative response – oral</i> Assessment task - Responding to a rhyming story Students communicate an opinion about a familiar rhyming story and identify the use of rhyme. <i>Collection of work</i> Assessment task - Collection of work (optional additional evidence) Students provide evidence of performance against identified aspects of the achievement standard.	Unit 4 Responding to text In this unit, students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations. <i>Short answer questions</i> Assessment task - Reading and comprehending Students read aloud and respond orally to comprehension questions. <i>Imaginative Response - Written</i> Assessment task - Responding to and creating an imaginative story Students listen to and innovate on a familiar imaginative story to create a new story for a favourite character. <i>Collection of work</i> Assessment task - Collection of work (optional additional evidence) Students provide evidence of performance against identified aspects of the achievement standard.
MATHS		UNIT 1 AT 1 - Grouping familiar objects <i>Interview</i> - Students group familiar objects based on common characteristics.	UNIT 2 AT 1 - Sorting shapes <i>Interview</i> - students sort shapes AT 2 - Understanding numbers from 1 to 20 <i>Interview</i> - students make connections between number names, numerals and quantities up to 10, count to and from 20 and order small collections.	UNIT 3 AT 1 - Answering questions <i>Interview</i> - students answer simple questions to collect information and make simple inferences. AT 2 - Explaining duration and event sequences <i>Interview/observation</i> - students connect events and days of the week, and explain the order and duration of events.	UNIT 4 AT 1 - Identifying numerals <i>Short answer questions</i> - students connect number names, numerals and quantities up to 10 and count to and from 20
SCIENCE		Unit 1 Our living world - Biological sciences Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions. Exploring our living world - Collection of work	Unit 2 Our material world - Chemical sciences Students describe the observable properties of materials from which an object is made. They ask and respond to questions and share and reflect on observations. Making a wind ornament - Project	Unit 4 Move it, move it- Physical sciences Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects. Investigating movement - Collection of work	Unit 3 Weather watch - Earth and space sciences Students suggest how the weather affects themselves and other living things. They share observations about the weather. Examining the weather - Supervised assessment
HASS		Unit 1 - My Family History (History Base) To explore important events celebrated in their lives, and to identify how people and objects help them to remember. <i>Collection of work</i>		Unit 2 - My Special Places (Geography Base) To identify, represent and describe the features of familiar places, and suggest ways to care for these places. <i>Collection of work</i>	
Health & PE	Personal, Social & Community Health	HEALTH - Unit 1 - I Can Do It Students explore information about what makes them unique and their strengths and achievements. They participate in play. <i>Collection of work</i>	HEALTH - Unit 2 - I am Growing and Changing Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity. <i>Collection of work</i>	HEALTH - Unit 4 - I am safe Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires. <i>Collection of work</i>	
	Movement & Physical Activity	MOVEMENT - Unit 1 – Let’s get moving In this unit, students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges. <i>Practical</i>	MOVEMENT – Unit 2 – Catch that bean. In this unit, students will demonstrate personal and social skills for working with others in a range of activities. They will develop the fundamental movement skills of two-handed catching and underarm throwing and explore dynamic balances with beanbags. <i>Practical</i>	MOVEMENT - Unit 3 - Who wants to play? Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games. <i>Practical</i>	MOVEMENT – Unit 4 – Animal groove In this unit, students will perform fundamental movement skills to music. They will explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement. <i>Practical</i>
Technology	Design Tech Digital Tech	Unit 1 Design and Technologies – Spin It! <i>Portfolio</i> Students create a spinning toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing, evaluating and managing.		ICT Skill Development Students develop capability in using ICT	
The Arts		Drama – Unit 4 – Drama Stories from the Past In this unit, students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus. <i>Collection of work</i>	Visual Arts – Unit 4 – Stormy Clouds In this unit, students explore how visual language can be used to communicate and relate to mood and feelings. <i>Collection of work</i>	Dance – 4 – Cultural Dance Students respond to and perform dance that represents a group. <i>Collection of work</i>	Media - Unit 3 – Family Portraits In this unit, students use digital manipulation to present alternate representations of family portraiture. <i>Collection of work</i>