

KEY LEARNING AREAS



		TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH		Unit 1 - Exploring how a story works In this unit students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. <i>Informative response – written</i> Assessment task - Responding to imaginative texts Students comprehend and respond to imaginative texts (picture books).	Unit 2 – Exploring characters in stories In this unit students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions. <i>Informative response – written</i> Assessment task - Character description Students create a character description using writing and images. <i>Interview</i> Assessment task - Reading and comprehension Students demonstrate reading accuracy, fluency and comprehension of character development.	Unit 5 – Retelling cultural stories In this unit, students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers. <i>Poster/ multimodal presentation</i> Assessment task - Retelling of a cultural story Students create and present a retelling of a traditional or cultural story. Unit 3: Engaging with poetry Assessment: Not assessed	Unit 6 – Creating digital procedural text In this unit, students explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a digital multimodal procedure from a literary context. <i>Short answer questions</i> Assessment task - Reading and comprehension Students demonstrate reading accuracy, fluency and understanding of the different purpose of texts. <i>Poster/multimodal presentation</i> Assessment task - Multimodal procedure Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.
MATHS		Unit 1 AT 1 - Understanding teen numbers <i>Written</i> - Students recognise, model, write and order numbers to 20. AT 2 - Classifying outcomes <i>Written/Interview</i> - Students classify outcomes of simple familiar events. GI – Investigating data representation <i>Observation</i> - To use simple strategies to reason and solve a data inquiry question.	Unit 2 AT 1 - Using the language of direction <i>Observation</i> - Students give and follow directions to familiar locations. AT 2 - Describing two-dimensional shapes and three-dimensional objects <i>Interview</i> - Students describe two-dimensional shapes and three-dimensional objects. GI – Investigating the value of Australian coins (assess) <i>Assignment/Project</i> - Students use simple strategies to reason and solve a money inquiry question.	Unit 3 AT 1 - Measuring using informal units <i>Practical</i> - Students measure and order objects based on length and capacity using informal units. AT 2 - Explaining duration and telling time <i>Short answer questions</i> - Students explain time durations and tell time to the half hour. AT 3 - Understanding number sequences and recognising Australian coins <i>Short answer questions</i> - Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line and recognise Australian coins according to their value. GI – Investigating the language of directions <i>Assignment/Project</i> - Students use simple strategies to reason and solve location inquiry questions.	Unit 4 AT 1 - Identifying one half <i>Short answer questions</i> - Students identify representations of one half. AT 2 - Making inferences from collected data <i>Short answer questions</i> - Students collect data by asking questions, draw and describe data displays and make simple inferences. AT 3 - Adding and subtracting counting strategies <i>Short answer questions</i> - Students carry out simple addition and subtraction. GI – Investigating number facts (assess) <i>Portfolio</i> - Students use simple strategies to reason and solve number inquiry questions.
SCIENCE		Unit 1: Living adventure - Biological sciences Students describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others. <i>Short-answer questions</i>	Unit 2: Material madness - Chemical sciences Students describe the effects of physical changes made to a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations. <i>Supervised assessment</i>	Unit 4: Exploring light and sound - Physical sciences Students participate in a guided investigation designing a toy that makes sound and describe the effects of interacting with it. They sort objects according to criteria and share observations with others. <i>Experimental investigation</i>	Unit 3: Changes around me - Earth & space sciences Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment. They respond to questions and sort and share observations. <i>Multimodal presentation</i>
HASS		Unit 1: My changing life (History Base) To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time. <i>Portfolio</i>		Unit 2: My changing world (Geography Base) To investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it. <i>Research</i>	
Health & PE	Personal, Social & Community Health EVEN Years	HEALTH – Year 2 – Unit 3 – Stay safe In this unit students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing. <i>Assignment/Project</i>		HEALTH YEAR 2 - Unit 1 - My Class is healthy, safe & fun Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others' healthy and safe in and outside their classroom. <i>Assignment/Project</i>	
	Personal, Social & Community Health ODD Years	HEALTH – Year 1 – Unit 1 – A Little Independence Students describe changes that occur as they grow older and recognise how strengths and achievements contribute to identities. <i>Collection of work</i>		HEALTH – Year 2 Unit 4 – Message Targets Students examine the messages on breakfast cereal boxes to allow them to make good choices about their health. <i>Collection of work</i>	
	Movement & Physical Activity	MOVEMENT Year 1 - Unit 1 – Playing with balls In this unit students will develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play practices. <i>Practical</i>	MOVEMENT - Unit 2 – Mini Athletics (SBU) Students demonstrate fundamental movement skills. <i>Practical</i>	MOVEMENT YEAR 1 - Unit 3 – Catch me if you can In this unit, students will develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They will explore positive ways to interact.	MOVEMENT YEAR 1 – Unit 4 – Equipped to move In this unit, students explore elements of movement while developing fundamental movement skills that involve manipulating equipment (hoops, balls and rhythm ribbons).
Technology	Design Tech Digital Tech	ICT Skill Development Students develop capability in using ICT		Unit 2 – Design Technology - Grow, Grow, Grow (possible excursion to farm) Food and fibre production and Food specialisations – <i>Portfolio</i> Students design solutions to help a farmer and make a food from garden produce.	
The Arts		Drama – Unit 2 – Poetry Alive Students devise, perform and respond to drama focusing on situations and ideas expressed in a poem. <i>Collection of work</i>	Visual Arts – Unit 2 – Up, down and all around In this unit, students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places. <i>Collection of work</i>	Dance – Unit 2 – Shape Dance In this unit, students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus. <i>Collection of work</i>	Media – Unit 2 – Look again In this unit students explore manipulation and representation of self. <i>Collection of work</i>