

KEY LEARNING AREAS

		TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH		Unit 2 Stories of Families and Friends In this unit students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character. <i>Imaginative response – written</i> Assessment task – Imaginative narrative Students create a new narrative about family relationships and/or friendships for a familiar animal character.	Unit 3 – Exploring Characters In this unit, 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. <i>Oral</i> Assessment task – Reading and comprehension Students demonstrate reading accuracy and respond orally to comprehension questions. <i>Informative response – written</i> Assessment task – Expressing a preference for a character Students compare characters in two versions of the same story and express a preference for a character.	Unit 4 - Exploring Procedural Texts In this unit students create, rehearse and present a procedure in front of their peers. <i>Poster/ multimodal presentation</i> Assessment task – Multimodal procedure Students create, rehearse and present a multimodal procedure. <i>Monitoring comprehension</i> Monitoring task – Reading comprehension Students read and comprehend an imaginative text and a procedural text and respond to literal and inferential questions. Unit 1: Reading, writing and performing poetry <i>Imaginative Response - oral</i> Assessment task – Innovation of a poem (PART A ONLY) Students create and present an innovation of a known poem to a familiar audience.	Unit 6 Exploring Plot and Characterisation in Stories In this unit, students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text. <i>Short answer questions</i> Assessment task – Reading comprehension Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning. <i>Poster/multimodal presentation</i> Assessment task – Create a digital multimodal text Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.
MATHS		Unit 1 AT 1 - Counting and calculating to and from 1000 <i>Short answer questions</i> - Students count to and from 1000 and perform simple addition and subtraction problems using a range of strategies. AT 2 - Collecting and representing data <i>Short answer questions</i> - Students collect, organise and represent data to make simple inferences. GI – Investigating outcomes of daily events (assess) <i>Assignment/project</i> - Students use simple strategies to reason and solve a chance inquiry question.	Unit 2 AT 1 - Identifying number patterns and telling time to the quarter hour <i>Exam/Test</i> - Students describe number patterns, identify missing elements and tell time to the quarter hour. AT 2 - Recognising the value of money and performing simple addition and subtraction calculations <i>Exam/Test</i> - Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies. GI – Investigating simple maps of familiar locations <i>Observation</i> - Students use simple strategies to reason and solve a location inquiry question.	Unit 3 AT 1 - Ordering shapes and objects using informal units <i>Short answer questions</i> - Students measure, compare and order several objects using uniform informal units. AT 2 - Counting, multiplying and dividing <i>Short answer questions</i> - Students count, model and represent numbers to and from 1000, represent multiplication by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems. AT 3 - Using a calendar to identify dates, months and seasons <i>Short answer questions</i> - Students use a calendar to identify dates and the months included in seasons. GI – Investigating numbers to 1000 (assess) <i>Assignment/project</i> - Students use simple strategies to reason and solve number inquiry questions.	Unit 4 AT 1 - Representing data and chance <i>Short answer questions</i> - Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences. AT 2 - Recognising two-dimensional shapes and three-dimensional objects <i>Short answer questions</i> - Students draw two-dimensional shapes, recognise the features of three-dimensional objects. AT 3 - Explaining transformations <i>Short answer questions</i> - Students explain the effects of one-step transformations. GI – Investigating shapes and location <i>Assignment/project</i> - Students use simple strategies to reason and solve number and measurement inquiry questions.
SCIENCE		Unit 3: Good to grow - Biological sciences <i>Supervised assessment</i> Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.	Unit 1: Mix, make and use - Chemical sciences <i>Experimental investigation</i> Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.	Unit 2: Toy Factory - Physical sciences <i>Experimental investigation</i> Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.	Unit 4: Save Planet Earth - Earth and space sciences <i>Report</i> Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations
HASS		Unit 2: Impacts of technology over time (History Base) To interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time. <i>Research</i>		Unit 1: Present connections to places (Geography Base) To explore the location and significant features of places and consider how people are connected to these and why they should be preserved. <i>Supervised assessment</i>	
Health & PE	Personal, Social & Community Health EVEN Years	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. 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>		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>	
	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 EVEN Years	MOVEMENT UNIT 4 – What's Your Target? In this unit, students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).	MOVEMENT Unit 2 – They keep me rolling In this unit, students will demonstrate fundamental movement skills while using scooter boards. They will manoeuvre a scooter board along different pathways and through a range of obstacles.	MOVEMENT Unit 3 – Ropes and Rhymes In this unit students will perform long-rope skipping sequences to rhymes. They will identify how their heart reacts to skipping.	MOVEMENT – YEAR 2 – Unit 1 – iMove, iJump, iLand Students demonstrate fundamental movement skills of rolling, balancing and jumping in sequences and situations.
Technology	Design Tech Digital Technology	Unit 1 Digital Technology Computers – Handy Helpers Assessment of student learning will be gathered in an online sharing space from three tasks.		ICT Skill Development Students develop capability in using ICT	
The Arts		Drama – Unit 3 – Shopping Fun In this unit students make and respond to drama by exploring the theme of shopping. <i>Collection of work</i>	Visual Arts – Unit 5 – Reinventing Objects In this unit students explore processes of invention and imagination through found object sculpture, drawing and collage to represent new ideas about change and recycling. <i>Collection of work</i>	Dance – Unit 5 – Action Stories In this unit, students make and respond to dance by exploring action stories as stimulus. <i>Collection of work</i>	Media – Unit 5 – What can you hear? In this unit, students explore the existence and impact of sound as a representation of settings and characters in the community. <i>Collection of work</i>