



## English

### Interacting with others

In this unit students will:

- 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
- use appropriate interaction skills to listen to and respond to others
- identify likes and dislikes about familiar texts, characters and events
- identify rhyming words.

**Assessment:** Students will create a rhyme and present it to a small group or the teacher. They will provide an opinion about a rhyming story and identify the use of rhyme in the story.

### The Arts - Music *Specialist Teacher*

In this unit, students will identify where and why people make music.

**Assessment:** Students will draw where they hear music and explain to others why this music was made.

### The Arts – Drama *Specialist Teacher*

In this unit, students make and respond to drama by exploring the characters in fairy tales as stimulus for process drama and dramatic play.

**Assessment:** Students will respond to and perform a drama based on the Three Little Pigs.

## Biological Sciences

### Our living world

In this unit students will:

- use their senses to observe the needs of living things, both animals and plants
- begin to understand that observing is an important part of science and that scientists discuss and record their observations
- learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met
- analyse different types of environments and how each provides for the needs of living things
- consider the impact of human activity and natural events on basic needs
- share ideas about how they can support and protect living things in the school grounds.

**Assessment:** Students will represent, share and reflect on their observations about the needs of living things and how the environment might affect them. They will ask and respond to scientific questions.

### Design and Technologies *Specialist Teacher* Coding a BeeBot

In this unit, students will:

- explore digital systems and their purposes
- design steps and sequences to solve problems

**Assessment:** Students will code a BeeBot to solve a simple problem.

## Mathematics

In this unit, students will:

- **Using units of measurement** - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events.
- **Number and place value** - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole.
- **Patterns and algebra** - identify, copy, continue and describe growth patterns, describe equal quantities.
- **Data representation and interpretation** - identify questions, answer yes/no questions, use data displays to answer simple questions.

**Assessment:** Students will ask some simple questions of their peers to collect information and make simple inferences. They will explain duration and event sequences by connecting events to days of the week. They will explain the order and duration of events.

## Health and Physical Education

### Movement and Physical Activity - Catch the bean *Specialist Teacher*

In this unit, students will develop the fundamental movement skills of two-handed catching and underarm throwing and exploring dynamic balances with beanbags. Students will also demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.

**Assessment:** Students will use personal and social skills when working with others in a range of activities. They will perform underarm throwing, two-handed catching and dynamic partner balances with a beanbag and solve movement challenges.

### Personal, Social and Community Health – Looking out for each other *Specialist Teacher*

In this unit, students will identify and describe different emotions people experience, and explore and practise ways to interact with others in a variety of settings.

**Assessment:** Students will identify and describe the different emotions people experience. (Assessed Term 4).

## Humanities and Social Sciences

### My special places (semester unit)

In this unit, students will:

- draw on studies at the personal scale, including places where they live or other places that are familiar to them
- understand that a place has features and a boundary that can be represented on maps or globes
- recognise what makes a place special is dependent on how people view the place or use the place
- observe and represent the location and features of places using pictorial maps and models
- examine sources to identify ways people care for special places
- describe special places and the reasons they are special to people
- reflect on learning and suggest ways that they could contribute to care for a special place.

**Assessment:** Students will identify, represent and describe the features of familiar places. They will suggest ways to care for a special place.