



ENGLISH

Unit – Exploring how a story works – Book Talk

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. Students respond to imaginative stories making connections between personal experiences and the text.

SPELLING - Students will cover Soundwaves units 1–10.

READING - Students will learn and consolidate strategies used to decode texts alongside QAR strategies used for comprehension. Home reading is an important part of their reading program and will continue throughout the year.

SIGHT WORDS - Students will continue to learn their sight words to assist with their reading fluency. Once the advanced sight words are learned, home practice is no longer required.

MATHEMATICS

Students develop understandings of:

- Number and place value — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction and explore commutativity
- Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units
- Chance — describe the outcomes of familiar events

SCIENCE

Unit – Living Adventure

Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.



HASS (Humanities & Social Sciences)

Unit – My Changing Life

Inquiry question:

How has my family and daily life changed over time?

In this unit, students:

- explore family structures and the roles of family members over time
- recognise events that happened in the past may be memorable or have personal significance
- identify and describe important dates and changes in their own lives
- compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences
- respond to questions about the recent past
- sequence and describe events of personal significance using terms to describe the passing of time
- examine sources, such as images, objects and family stories, that have personal significance and share stories about the past.

TECHNOLOGIES – Digital

Unit – Handy Helpers (Part B) Data Discoveries

Students will Identify common digital systems and explain the purposes of familiar digital systems. They will collect, sort and organise data to make meaning.

Students will represent data in different ways and create a multimedia class profile in an online space.

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MUSIC

Unit - Elements & Principals within Music

Students will demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.

They will describe and discuss similarities and differences between music they listen to, compose and perform. Students will discuss how they and others use the elements of music in performance and composition.

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HPE (Health & Physical Education)

Unit – A little independence

Students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences and recognise how diversity contributes to identities.

Unit – Swimming

Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.

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