



## ENGLISH

### Responding to and creating an imaginative 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. 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.



## AUSLAN

This term in Auslan, Karalee students will be learning many 'High Frequency Words'. These are words that are frequently used throughout sentences. The HFW will be explicitly taught and then as a whole class we will place these HFW into sentences. This will begin to create flow for the students in their interactions with each other.

Finger spelling the letters of the alphabet, number counting, colours, animals, manners and greetings will all continue to be revised. These basic Auslan skills will continue to be developed through discussions together, movement and song.

Mrs Knight – [bknight83@eq.edu.au](mailto:bknight83@eq.edu.au)

## MATHEMATICS

Students have opportunities to develop understandings of:

### **Number**

Look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences. Students will explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.

### **Measurement**

Build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects.

### **Space**

name, create and compare shapes, using elementary mathematical reasoning in active learning experiences develop a sense of sameness, difference and change when engaging in play-based activities about shapes.

## TECHNOLOGIES

Students will be exploring digital systems and begin to understand different types of hardware and software. They will use their own personal username and login to access their accounts.

The students will begin to use software, such as Microsoft Office, to show simple patterns and collect and display data using shapes and symbols.

Mrs Woodward – [hbjoh0@eq.edu.au](mailto:hbjoh0@eq.edu.au)

## SCIENCE

### Physical Science:

In this unit students describe how objects move and how factors including their size, shape or material influence their movement.

- observing how toys move, and grouping them based on their movement
- observing and describing ways different and unusually shaped objects such as blocks, tubes or eggs move when rolled down a slope
- comparing the way different-sized, similar-shaped objects such as tennis balls, golf balls, marbles or basketballs roll and bounce
- exploring how the material a ball is made from affects the way it moves, such as plastic, foam, cloth or rubber balls on a surface
- exploring how the size and shape of traditional instructive toys used by First Nations Australians influence their movement

### **HPE (Health & Physical Education)**

Students will be learning to use personal and social skills when working with others and describe their feelings after participating in a range of active games.

They will recognise and discuss the emotions of other people during different experiences.

Mrs Woodward – [hbjoh0@eq.edu.au](mailto:hbjoh0@eq.edu.au)

## HASS (Humanities & Social Sciences)

### Unit 2: Special Places

In this unit students will explore the features of familiar places they belong to, why some places are special and how places can be looked after and the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located.

- identifying the places, communities, Country/Place they live in and belong to, and why that place may be special to them
- exploring the features of their own place, and places they are familiar with or aware of
- identifying reasons why people live in or visit places
- discussing different ways, they could or do contribute to caring for special places, including those that are unique
- identifying how and why the words "Country/Place" are used by First Nations Australians for the places they belong to
- identifying and using the name of the local First Nations Australian language group or groups
- identifying local places of significance for First Nations Australians in the local area

## THE ARTS

### Pantomime

The students will be rehearsing and performing pantomimes. They will be using elements of role, situation & dramatic play; focusing on pitch, tempo, speaking & singing parts throughout.

Mrs Myatt - [kmyat3@eq.edu.au](mailto:kmyat3@eq.edu.au)