



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 Sound Waves 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

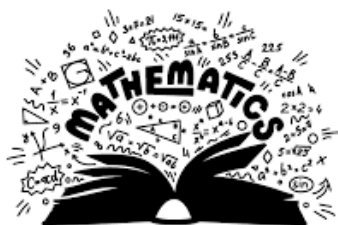
- demonstrate that numbers to 99 can be represented and composed in various ways
- recognise patterns in the environment and choose ways of representing thinking when communicating with others

Space

- use simple transformations, directions and pathways to move the positions of people and objects within a space

Statistics

- use simple surveys to collect and sort data, based on a question of interest
- recognise that data can be represented in different ways
- explain patterns in the results



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.

TECHNOLOGIES

Design and Technology

In this unit, students will explore toys. They will investigate materials and forces such as push, pull and spin. They will design and create a spinning toy that uses a push and/or pull force.

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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.

AUSLAN

Students will begin by learning to sign basic Auslan words and phrases. Topics such as greetings and manners, classroom signs and school routines, finger spelling the alphabet, months of the year, days of the week, looking at numbers, family members and daily home routines, colours and sports. Auslan signs will be developed through discussions together, movement and songs.

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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 recognise their own and others' strengths and achievements and discuss how these contribute to personal identities. Students recognise similarities and differences in individuals and groups and appreciate this diversity.

Unit – Swimming

Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They aim to 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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