



### ENGLISH

#### Unit – Creating Procedural Texts

Students listen to, read, view and interpret traditional texts, to explore the language and text structures of procedure in imaginative and informative contexts. Students create a procedure from a literary context.

**SPELLING** - Students will cover Soundwaves units 11– 20.

**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.



### 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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### MATHEMATICS

Through the proficiency strands understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

#### **Number**

- partition 1-digit numbers and 2-digit numbers
- recognise patterns in numbers and extend knowledge of numbers beyond 2 digits
- use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers
- use curiosity and imagination to explore situations and choose ways of representing thinking when communicating with others
- quantify collections using skip counting

#### **Measurement**

- explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events

### 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.

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### 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.

### MUSIC

#### Musical elements & content

Extension of Rhythmic knowledge & practising singing styles/conventions through movement & games.

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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.

### HPE (Health & Physical Education)

#### **Health**

Our Culture - Students identify similarities and differences in cultures and how different cultures share their beliefs and celebrations. Students explore how different strengths and achievements are recognised and celebrated.

#### **Physical Education:**

Students will be participating in an athletics program. Students will perform fundamental skills in a variety of movement sequences and situations. They will participate in games with and without equipment.

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