



ENGLISH

Unit – Stories of families and friends: Imaginative narrative retell

Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative retell narrative about family relationships and/or friendships for a familiar animal character.

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 or vocabulary to assist with their reading fluency.



MATHEMATICS

Students develop understandings of:

Number

- partition and combine numbers to 999 flexibly
- partition collections, shapes and objects into equal parts (halves, quarters)

Space

- locate and identify positions on maps and use familiar mathematical language

Statistics

- build the foundations for statistical inquiry by choosing questions based on interests when collecting, representing and interpreting data, and recognising features of different representations
- develop a sense of equivalence, chance and variability when engaging in play-based and practical activities

SCIENCE

Unit - Mix, make and use

Students investigate combinations of different materials and give reasons for the selection of materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials.

They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions, and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.



HASS (Humanities & Social Sciences)

Unit – Weather and Seasons

In this unit students will pose questions and locate information from observations and sources provided. They will interpret and record data with a focus on weather and the seasons. Students will learn about the ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place.

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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TECHNOLOGIES – Design

Unit: Spin it!

In this unit, students will explore toys and how they meet the needs of people. They will generate ideas, design and create a toy that spins. Students will consider the materials they will need and the steps required to create their toy. They will evaluate their toy and its level success.

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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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Health and PE

Unit 1 – My Classroom is Healthy, Safe and Fun - Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others' healthy and safe in and outside their classroom. Meridy Kirkpatrick mjkir3@eq.edu.au

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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