



ENGLISH v9

Exploring Imaginative Texts: Sharing ideas and responding to imaginative texts.

Students engage with a variety of literature including picture books, print and digital stories, short films and animations, simple chapter books and texts for enjoyment.

Students explore sequences of events and how characters and events are portrayed through language

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. Reading at home is an important part of their reading program and will continue to be encouraged.

HIGH FREQUENCY WORDS - Students will continue to expand their vocabulary and develop knowledge of high frequency words to support their reading fluency.



MUSIC

Unit - Elements & Principals within Music

Students will be exploring, demonstrating; communicating through singing techniques; written modes and visual stimulus the following elements of music:

- Rhythmic and Melodic Canons in 2 parts
- Rhythmic and Melodic Ostinatos
- Solfa
- Rhythmic patterns and Bar lines
- Dynamics

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MATHEMATICS v9

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.



Health and PE

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.

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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HASS (Humanities & Social Sciences)

Unit – Present connections to places

Inquiry question:

- How are people connected to their place and other places?

In this unit, students will learn about how people connected to their place and other places in the world?

Students will explore the following: Personal, local, regional, national, and global scales.

Continents and oceans of the world. States and territories of Australia. Significant places.

DRAMA

Unit Title: “Magpie Tales: Learning to Soar”

This unit introduces students to the fundamentals of drama through the story *Mad Magpie* by Gregg Dreise. Using play building techniques, students explore character, setting, and plot while developing confidence in performance. The unit fosters creativity, collaboration, and emotional expression as students step into the world of Guluu, a magpie learning resilience in the face of bullying. Students will engage in **drama-based storytelling**, using movement, voice, and improvisation to explore key moments in the book.

By the end of the unit, they will create and perform a short play that expands upon *Mad Magpie*, imagining what happens after the story ends. The unit is designed to support **social-emotional learning** by helping students explore emotions, conflict resolution, and self-expression through drama.

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