



### ENGLISH

#### Unit – Information Report

Students engage with a range of informative texts that support learning in English and across the curriculum. Students engage in shared and independent writing and/or learning experiences to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.

Students will read, view and comprehend a simple informative text and create a short written informative text, using words and images, about a topic.

**Phonics and Spelling** - Students will learn single sounds based on the Karalee State School Scope and Sequence. This will be supported through the use of Decodable Resources Australia Resources. Students will spell words and complete dictation aligned to the level of sounds and decodable texts they are reading.

**Reading and Spelling** – Students will learn the decoding strategy of segmenting and blending. Students will apply this strategy while reading at a word, sentence and reader level.

### THE ARTS- Music

#### Unit - Elements of Music

Students will concentrate on extending their knowledge of musical elements whilst rehearsing for their pantomimes.

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### 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 explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, 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 duration and events.



### HPE - (Health & Physical Education)

#### **Health-** I am growing and changing

This term, students will be learning about how they are changing as they grow. They will look at actions that help them stay safe, healthy and active.

**Physical Education-** Catch the Bean and Athletics  
Preps students will be performing throwing and catching with balls and beanbags. They will work with a partner to solve balancing challenges when using beanbags and practice their social skills when working with others in a range of activities. Students will also be developing their athletic abilities such as long jump, high jump, running and throwing.

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### SCIENCE

#### Unit 1 – Biological Science

In this unit students observe external features of plants and animals and describe ways they can be grouped based on these features:

- observing fruits and vegetables and identifying them as parts of plants such as roots, flowers, fruits or leaves
- recognising humans as animals, describing external features of humans and exploring similarities and differences compared with other animals
- using magnifying glasses or digital cameras to observe and identify external features of plants including seeds, flowers, fruits and roots, or of animals such as eyes, body covering, legs and wings
- sorting collections of model animals and explaining different grouping strategies
- recognising First Nations Australians' use of observable features to group living things
- exploring how First Nations Australians' observations of external features of living things are replicated in traditional dance

### THE ARTS-

#### Groove and Move: Exploring Social Dance

Students will explore the joy of social and bush dance and how movement connects people across different cultures and communities. Through fun, interactive activities, students will learn basic dance movements, explore rhythm and coordination, and develop confidence in expressing themselves through dance. They will participate in group and partner dances, experiment with their own movements, and reflect on how dance helps people communicate and build relationships.

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### HASS (Humanities & Social Sciences)

#### Unit 1– “My Personal World”

The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories, and the places they live in and belong to. Through inquiries into their family, familiar events and their own history, students examine evidence of the past and explore how the past is different from the present. They develop a deeper understanding about why some events are important in their own and others' lives. Students explore the places they live in and belong to, and observe and describe them. They identify the reasons why places are important to people and how they can care for them. They recognise that First Nations Australians have a special connection to places and that their school is located on the local Country/Place.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills.

The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- Who am I, where do I live and who came before me?
- Why are some places and events special, and how do we know?

### Technology

#### Unit- Spin it

In this unit, students will explore toys. They will investigate materials and forces such as push, pull and spin. Students will follow steps from the teacher to build toys using different materials and investigating these forces. They will design and create toys using these forces.