



### ENGLISH

#### Responding to text

Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.



### MUSIC

Students will continue learning about the elements of music demonstrating aural skills by staying in tune and keeping in time when they sing and play.

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### MATHEMATICS

Students engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real-life situations, routines & transitions.

Students have opportunities to develop understandings of:

- Number and place value — count forwards and backwards from different starting points, represent quantities, compare quantities, match number names, numerals and quantities, identify parts in a collection, identify addition, join collections, represent addition experiences, make equal groups
- Using units of measurement — directly and indirectly compare the mass, length and capacity of objects, directly and indirectly compare the duration of events
- Location and transformation — describe position, describe direction.

### TECHNOLOGIES



#### Handy Helpers (Part A) Everyday Digital Systems and Data Representations

Students will recognise and explore digital systems and their purpose. They will collect, sort and organise data which they share in a digital space.

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### SCIENCE

#### Move it, move it

Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.

### HPE - (Health & Physical Education)

#### Health:

In this unit, students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.

#### P.E. Good Sportsmanship

In this unit, students will develop aquatic skills using different body parts to travel in different directions. Students will perform aquatic skills in a sequence incorporating understanding for under, over, through and between people and equipment.

Students will:

- perform fundamental movement skills and develop confidence in and around the aquatic environment
- revise and apply safety practices in an aquatic environment
- revise and apply emergency procedures in an aquatic environment
- participate in games

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### HASS - (Humanities & Social Sciences)

#### My special places

In this unit, students will explore the following inquiry question:

*What are places like and what makes them special?*

Learning opportunities support students to:

Draw on studies at the personal scale, including places where they live or other places that are familiar to them.

Understand that a place has features and a boundary that can be represented on maps or globes.

Recognise that what makes a place special is dependent on how people view the place or use the place.

Observe and represent the location and features of places using pictorial maps and models.

Examine sources to identify ways that people care for special places.

Describe special places and the reasons they are special to people.

reflect on learning to suggest ways they could contribute to the caring of a special place.

