



ENGLISH

Exploring and Sharing Experiences

- Students engage in shared and independent writing and/or learning experiences to create short spoken and written texts to retell events in stories and everyday happenings, using language to sequence events, and express thoughts and feelings.
- Students engage with texts that contain straightforward sequences of events and everyday happenings, for example: informative texts that retell real experiences, and imaginative texts that include events or happenings experienced by the characters.
- Through texts, students recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school. They explore language for expressing and developing ideas when retelling experiences or events in stories. Students make connections to personal or character experiences and explore how feelings and preferences relating to these experiences might be expressed.

Music

Students will continue to develop their sense of beat through singing games and structured musical activities, transferring this understanding to untuned percussion and visual beat charts. Building on their prior knowledge of beat, students learn to identify rhythm through syllables in spoken words. They will continue to build confidence in matching pitch and singing in tune through engaging in singing games. Students will also learn to recognise and respond to simple musical contrasts, such as fast and slow, and loud and soft.

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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. Students will explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, 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 mass, capacity and length of objects and duration of time.

Space

Name, create and compare shapes, using elementary mathematical reasoning in active learning experiences develop a sense of sameness, difference and change when engaging in play-based activities about shapes.

Media Arts

Photo Magic: Turning Pictures into Stories

In unit students explore how a series of images can tell a story. They will study simple photo stories and learn how to plan, take, and arrange photos that show a sequence of events. Students will explore composition, setting, character expression, and basic photo editing using iPads or tablets. They will then create and present their own digital photo story with optional sound or captions, showcasing their ability to communicate meaning visually.

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SCIENCE

Unit – Chemical Science

In this unit students recognise that objects can be composed of different materials and describe the observable properties of those materials.

- observing and manipulating objects to identify the materials they are made of and recognising that some objects are made of more than one type of material
- recognising that tools such as magnifying glasses enable more-detailed observations
- sorting and grouping materials based on observed properties such as colour, hardness, texture and flexibility
- creating a display of different materials, naming each material and exploring language to describe properties of materials
- suggesting why different parts of everyday objects, such as saucepans and clothing, are made from different materials
- investigating the ways in which First Nations Australians make utensils for different purposes by combining different materials

HPE

(Health & Physical Education)

Students will be learning to use personal and social skills when working with others and describe their feelings after participating in a range of active games.

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HASS (Humanities & Social Sciences)

Unit 2: Special Places

In this unit students will explore the features of familiar places they belong to, why some places are special and how places can be looked after and the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located.

- identifying the places, communities, Country/Place they live in and belong to, and why that place may be special to them
- exploring the features of their own place, and places they are familiar with or aware of
- identifying reasons why people live in or visit places
- discussing different ways, they could or do contribute to caring for special places, including those that are unique
- identifying how and why the words “Country/Place” are used by First Nations Australians for the places they belong to
- identifying and using the name of the local First Nations Australian language group or groups
- identifying local places of significance for First Nations Australians in the local area

TECHNOLOGIES

Students will be exploring digital systems and begin to understand different types of hardware and software. They will use their own personal username and login to access their accounts.

The students will begin to use software, such as Microsoft Office, to show simple patterns and collect and display data using shapes and symbols.

