**Term Two Unit Overviews**

"Working together to ensure that every day, in every classroom, every student is learning and achieving"

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<th>Prep</th>
<th>Year 1</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>Enjoying stories Students will listen to and engage with a range of literary and non-literary texts to explore predictable structures and common visual patterns represented.</td>
<td>Exploring characters in stories how a story works Students will listen to, read, view and interpret spoken, written and multimodal literary texts including cultural stories to identify some features of characters in literary texts and to create written character descriptions. Students listen to, read and view picture books and stories from their own and other cultures and choose a cultural story to retell.</td>
<td>Identifying stereotypes &amp; responding persuasively to narratives Students read, view and listen to a variety of texts to create an imaginative digital written &amp; spoken “Who am I?” of a stereotypical character to present to their peers. Students read, view and listen to a variety of literary texts to explore stereotypes to create a persuasive response comparing how the visual representations of a character are depicted differently in two publications.</td>
<td>Exploring personal experiences through events Students will explore a literary text that deals with an ethical situation. They make inferences about characters’ feelings and use comprehension strategies to answer questions about the text. They write a persuasive letter that links to the literary text.</td>
<td>Reading, writing and performing poetry Students will listen to, read and view a range of poetry from and about Australia’s past to create and perform a written poem that includes the use of imagery.</td>
<td>Examining traditional tales Students will read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral in traditional stories from Asia. Students listen to, read and view stories from and about Aboriginal and Torres Strait Islander histories and cultures. Students will write a tale with a message or moral and a tale to explain an aspect of nature.</td>
<td>Examining advertising and persuasive devices in the media Students will listen to, read and view advertisements to create a digital multimodal advertisement to persuade an audience. Students analyse bias in advertising and examine the effectiveness of persuasive devices used to influence audiences. They create a critical review.</td>
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<td><strong>Maths</strong></td>
<td>counting</td>
<td>understanding numbers to 10</td>
<td>length</td>
<td>comparing and sorting shapes</td>
<td>place value</td>
<td>number &amp; place value</td>
<td>ongoing and creating patterns</td>
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<td>patterns in number and number lines</td>
<td>skip count by 2, 5, 10</td>
<td>simple addition &amp; subtraction</td>
<td>length</td>
<td>2D &amp; 3D shapes</td>
<td>simple fractions</td>
<td>money</td>
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<td>number lines</td>
<td>halfs, quarters &amp; eighths</td>
<td>units- measurement</td>
<td>mass- balance scales</td>
<td>division- equal sets</td>
<td>number patterns</td>
<td>2D &amp; 3D shapes</td>
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<td>unit fractions - $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$</td>
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<td>3D shapes &amp; nets</td>
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<td>chance- outcomes of change experiments and probabilities</td>
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<td>3D objects</td>
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<td>appropriate units of measurement for length, area, volume, capacity and mass</td>
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<td>symmetry in the environment.</td>
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<td>angle estimation, measurement, comparison &amp; construction</td>
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<td><strong>HISTORY/ GEOGRAPHY</strong></td>
<td><strong>Our material world</strong>&lt;br&gt;Students will use their senses to examine familiar objects. They explore the materials of which these objects are made and their properties.</td>
<td><strong>Light and sound</strong>&lt;br&gt;Students will investigate a range of sources that produce light and sounds. They will keep a record of their developing scientific understanding through their sensory explorations of light and sound.</td>
<td><strong>Good to Grow</strong>&lt;br&gt;Students will examine how living things grow. They investigate and compare the life stages of different living things, including similarities and differences between parents and their offspring.</td>
<td><strong>Spinning Earth</strong>&lt;br&gt;Students will demonstrate their knowledge of Earth’s rotation on its axis. They will explore different cultural understandings of the relationship between the sun and Earth causing day and night.</td>
<td><strong>Ready, set, grow!</strong>&lt;br&gt;Students will investigate life cycles. They will examine relationships between living things and their dependence on the environment.</td>
<td><strong>Our place in the solar system</strong>&lt;br&gt;Students will explore the place of Earth in the solar system and the relationships between components of this system. They consider how science and technology have advanced understanding of space.</td>
<td><strong>Power up- electricity usage down</strong>&lt;br&gt;Students will investigate how energy from a variety of sources can be used to generate electricity. They evaluate personal and community choices to use renewable energy sources to enhance sustainability.</td>
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<td><strong>Science</strong></td>
<td><strong>What is my place like?</strong>&lt;br&gt;- Physical features&lt;br&gt;- Mapping&lt;br&gt;- Exploring places where I live</td>
<td><strong>Exploring fabulous families</strong>&lt;br&gt;What is my history and how do I know?</td>
<td><strong>Exploring my local community</strong>&lt;br&gt;- What aspects of the past can you see today?&lt;br&gt;- What do they tell us?&lt;br&gt;- What remains of the past are important to the local community? Why?</td>
<td><strong>General mapping</strong>&lt;br&gt;Students will investigate &amp; analyse the following aspects of maps:&lt;br&gt;- Queensland, Australia &amp; Australia in relation to the rest of the world&lt;br&gt;- States &amp; territories, capital cities, major regional cities, major rivers, major mountain ranges&lt;br&gt;- Legends/ keys&lt;br&gt;- Simple grid references</td>
<td><strong>Exploring environments and places</strong>&lt;br&gt;How does the environment support the lives of people and other living things?</td>
<td><strong>Exploring the development of British colonies in Australia</strong>&lt;br&gt;What do we know about the lives of people in Australia’s colonial past and how do we know?&lt;br&gt;- How did an Australian colony develop over time and why?&lt;br&gt;- How did colonial settlement change the environment?</td>
<td><strong>Exploring a diverse world</strong>&lt;br&gt;How do places, people and cultures differ across the world?</td>
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<td>History/ Geography</td>
<td><strong>Design a garden</strong>&lt;br&gt;Students will work together to design and create a class garden.</td>
<td><strong>Don’t rock the boat</strong>&lt;br&gt;Students will select the most appropriate materials for the construction of an object and explain the reason for their choice.</td>
<td><strong>Design a native animal enclosure</strong>&lt;br&gt;Students will prepare a 2D design and will select materials from the natural environment to create a 3D model and will justify design choices.</td>
<td><strong>Design a remote control device</strong>&lt;br&gt;Students will design and appraise a remote control device to reflect their personal choices.</td>
<td><strong>Design a sustainable city</strong>&lt;br&gt;Students will investigate cities to design a city and will evaluate the effectiveness of their design.</td>
<td><strong>Video Postcard Challenge</strong>&lt;br&gt;Students will analyse sources and forms of information and match these to the requirements of the video postcard challenge using “Movie Maker” as well as techniques for manipulating and processing images.</td>
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<td>Technology</td>
<td><strong>HPE</strong>&lt;br&gt;- making healthy choices&lt;br&gt;- fine and gross motor skills&lt;br&gt;- fundamental movement skills&lt;br&gt;- athletics</td>
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<td><strong>Physical education</strong>&lt;br&gt;- personal safety&lt;br&gt;- fundamental movement skills&lt;br&gt;- athletics</td>
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<td><strong>the 5 food groups&lt;br&gt;- fundamental movement skills&lt;br&gt;- athletics</strong></td>
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<td>Music</td>
<td>ICT Expectations</td>
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<td>Time</td>
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| ● perform beat  
● introduce and perform rhythm patterns  
● fast/slow  
● soft/loud  
● speaking/singing voice  
● untuned percussion instruments  
● identifying instruments  
● echo songs/partner songs and games  
● pitch recognition and order of sound  
● vocal and facial expression | ● maintaine steady beat  
● performs rhythmic patterns using body percussion & games  
● fast/slow  
● soft/loud  
● speaking/singing voice  
● sings within a group  
● question & answer phrases  
● untuned percussion instruments  
● pitch recognition  
● perform & write rhythmic patterns | ● maintain steady beat  
● performs rhythmic patterns  
● creates ta titi zah  
● writes ta titi zah  
● rhythmistic ostinato  
● speaking/singing voice  
● sings within a group  
● phrase recognition  
● barlines  
● new words to melodies  
● tone colour – using instruments | ● beat ~ 2 metre & 4 metre  
● performs tikatika ta titi zah  
● piano & forte  
● 4 beat rhythmistic ostinato  
● melodic ostinato  
● sing (s, m, lah, doh & re)  
● recorder b a g  
● sing, play & read doh & re  
● rhythmical canon & melodic canon  
● recognition on staff – a b c d e f g  
● accents & barlines | ● solfa - tah re me so lah  
● performs ta-ah-ah-ah  
● introduce & perform dotted notes  
● form structures – aaba & abaca  
● performs doh pentatonic songs  
● & play b a g c d  
● recorder b a g c d  
● sharps and flats  
● staff b a g c d e f  
● solfa – doh re me so lah | ● 6/8 notation & value changes  
● tum titi compound time and z (zum) - 6/8 notation  
● piano/forte; pianissimo/fortissimo & mf & mp  
● performs doh pentatonic songs  
● recorder c d  
● 3 parts rhythmical canons  
● staff e g a b c d f  
● form structures – strophic & 12 bar blues |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Other Programs | ICT Expectations | LOTE | Time |
| Prep  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| ● logging on / logging off  
● participate in collaborative learning objects | ● logging on / logging off  
● Microsoft Word  
● find website through Favourites  
● mouse control | ● Microsoft Publisher  
● Safe use of the Internet  
● Find website through Favourites  
● typing web addresses  
● internet safety  
● Google search  
● touch typing | ● My Family  
Introducing family members | ● School  
Classroom objects  
subjects  
school in Germany | ● Time  
number revision  
telling the time,  
24 hour time,  
times of the day and events |
| Prep  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Special Events | ICT Expectations | LOTE | Time |
| Prep  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Drama Program- Pantomime  
ANZAC Day Parade  
Ipswich Show Day  
Mother’s Day Pamper  
Nexus Art- WALA Spirit of Ghana  
Prep & Year 1 Sports Day  
Karalee’s Got Talent  
Under Eights Day  
Student Council Disco  | ● Drama Program- Pantomime  
ANZAC Day Parade  
Ipswich Show Day  
Nexus Art- WALA Spirit of Ghana  
Prep & Year 1 Sports Day  
Karalee’s Got Talent  
Under Eights Day  
Student Council Disco  | ● ANZAC Day Parade  
Ipswich Show Day  
Lonepine Sanctuary  
Nexus Art- WALA Spirit of Ghana  
Junior Athletics Carnival  
Karalee’s Got Talent  
Under Eights Day  
Student Council Disco  | ● ANZAC Day Parade  
Ipswich Show Day  
Lonepine Sanctuary  
Nexus Art- WALA Spirit of Ghana  
Junior Athletics Carnival  
Karalee’s Got Talent  
Under Eights Day  
Student Council Disco  | ● Karalee’s Got Talent  
Winter Interschool sport  
ANZAC Day Parade  
NAPLAN  
Ipswich Show Day  
Senior Athletics Carnival  
Nexus Art- WALA Spirit of Ghana  
History Incursion  
Student Council Disco  | ● Karalee’s Got Talent  
Winter Interschool sport  
ANZAC Day Parade  
NAPLAN  
Ipswich Show Day  
Senior Athletics Carnival  
Nexus Art- WALA Spirit of Ghana  
Readers Cup  
Planetarium/ Botanical Gardens excursion  
Student Council Disco  | ● Karalee’s Got Talent  
Winter Interschool sport  
ANZAC Day Parade  
Camp- Noosa National Park  
Ipswich Show Day  
Life Education  
Senior Athletics Carnival  
Nexus Art- WALA Spirit of Ghana  
Readers Cup  
Student Council Disco  |