



ENGLISH

Unit – Enjoying our new world – Responding to imaginative texts

In this unit students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary texts. Students will sequence and retell a story to their teacher.

- Recall one or two events from texts with familiar topics.
- Identify connections between texts and their personal experience.
- Identify and describe likes and dislikes about familiar texts, objects, characters and events.
- In informal group and whole class settings, students communicate clearly.

Phonics - Students will use the Jolly Phonics program to engage with single sounds.

Reading - Students will learn strategies to decode texts. Home reading is an important part of their reading program and will continue throughout the year.

Sight Words - Students will continue to learn their sight words to assist with their reading fluency.

MATHEMATICS

Students have opportunities to develop understandings of:

Number

look for and make connections between number names, numerals and quantities from one to 10
learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts
develop a sense of sameness, difference and change when engaging in play-based activities about patterns

Space

develop a sense of sameness, difference and change when engaging in play-based activities describing position and location
bring mathematical meaning to the use of familiar terms and language when explaining thinking about position and location

Statistics

explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify and compare data
bring mathematical meaning to the use of familiar terms and language when posing and responding to questions about data, and explaining thinking and reasoning

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

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?

TECHNOLOGIES – Design

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.

Mrs Woodward - hbjoh0@eq.edu.au

AUSLAN

Students will begin by learning to sign basic Auslan words and phrases. Topics such as greetings and manners, classroom signs and school routines, finger spelling the alphabet, months of the year, days of the week, looking at numbers, family members and daily home routines, colours and sports. Auslan signs will be developed through discussions together, movement and songs.

Auslan - Mrs Knight – bkng83@eq.edu.au

HPE (Health & Physical Education)

Unit – I can do it

Students explore information about what makes them unique. They identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions.

Unit – Let's Get Moving

Students explore how to move and play safely during physical activity. They develop fundamental movement skills and solve movement challenges.

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THE ARTS- MUSIC

Unit - Elements of Music

Students will demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.

Mrs Myatt - kmyat3@eq.edu.au

