



## ENGLISH

### Unit – Exploring how a story works

Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.

**SPELLING** - Students will cover Sound Waves units 1– 10.

**READING** - Students will learn and consolidate strategies used to decode texts alongside QAR strategies used for comprehension. 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. Once the advanced sight words are learned, students complete a vocabulary folder with their homework.

## MATHEMATICS

### Students develop understandings of:

#### **Number**

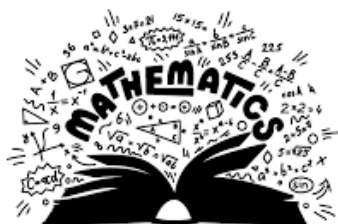
- demonstrate that numbers to 99 can be represented and composed in various ways
- recognise patterns in the environment and choose ways of representing thinking when communicating with others

#### **Space**

- use simple transformations, directions and pathways to move the positions of people and objects within a space

#### **Statistics**

- use simple surveys to collect and sort data, based on a question of interest
- recognise that data can be represented in different ways
- explain patterns in the results



## SCIENCE

### Unit – Material Madness

Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.

Students respond to questions, make predictions and participate in guided investigations exploring the effects of making changes to materials and objects.

## TECHNOLOGIES

### Design and Technology

In this unit, students will explore toys. They will investigate materials and forces such as push, pull and spin. They will design and create a spinning toy that uses a push and/or pull force.

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## HASS (Humanities & Social Sciences)

### Unit – Weather and Seasons

In this unit students will:

- learn about the weather and seasons of various places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them.
- pose questions, collect and interpret data;
- explore different points of view.



## 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.

Mrs Knight – [bknig83@eq.edu.au](mailto:bknig83@eq.edu.au)

## MUSIC

### Unit - Elements & Principals within Music

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

They will describe and discuss similarities and differences between music they listen to, compose and perform. Students will discuss how they and others use the elements of music in performance and composition.

Mrs Myatt – [kmyat3@eq.edu.au](mailto:kmyat3@eq.edu.au)

## HPE (Health & Physical Education)

### Unit – A little independence

Students describe physical and social changes that occur as they grow. They recognise their own and others' strengths and achievements and discuss how these contribute to personal identities. Students recognise similarities and differences in individuals and groups and appreciate this diversity.

### Unit – Swimming

Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They aim to perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.

Mrs Kirkpatrick – [mjkir3@eq.edu.au](mailto:mjkir3@eq.edu.au)