

Learning Area		Term 1	Term 2	Term 3	Term 4		
English	Units	<p>Plot and characterisation in stories Students explore a variety of stories, including picture books, traditional tales and digital texts, to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.</p>	<p>Explore informative texts In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.</p>	<p>Explore procedural texts Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers</p>	<p>Stories of families and friends. Creating a narrative. Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar character.</p>	<p>Exploring Characters Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p>	<p>Reading and writing poetry Students read and listen to a range of poems to create a poetry innovation.</p>
	Assessment	<p>Written narrative <i>Written</i> Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text</p>	<p>Writing an informative text <i>Informative response – written, multimodal</i> To create an informative text with a supporting image. (Create an informative text about bees) Reading comprehension: (NF) – The Buzz About Bees</p>	<p>Procedure <i>Poster/ presentation (Monitoring)</i> Students create, rehearse and present a multimodal procedure. (How To Grow A Bean Plant)</p>	<p>Imaginative narrative <i>Imaginative response – written</i> Students create a new narrative about family relationships and/or friendships for a familiar character.</p>	<p>Expressing a preference for a character <i>Informative response – written</i> <i>Oral Presentation</i> Students compare characters in two versions of the same story and express a preference for a character. Reading comprehension: F</p>	<p>Innovation of a poem <i>Written</i> Students create an innovation of a known poem for a familiar audience.</p>
Maths	Units	<p>Number and place value</p> <ul style="list-style-type: none"> count collections in groups of ten represent two-digit numbers connect two-digit number representations partition two-digit numbers into place value parts round numbers to the nearest ten investigate twos, fives & tens number sequences <p>Patterns and algebra</p> <ul style="list-style-type: none"> identify the 3s counting sequence describe number patterns, identify missing elements in counting patterns solve simple number pattern problems. <p>Data representation and interpretation</p> <ul style="list-style-type: none"> Use data to answer questions, represent data collect simple data record data in lists and tables display data in a picture graph describe outcomes of data investigations. <p>Chance</p> <ul style="list-style-type: none"> identify every day events that involve chance describe events as likely, unlikely, certain, impossible 	<p>Number and place value</p> <ul style="list-style-type: none"> recall addition & subtraction number facts represent addition situations represent & partition two-digit numbers describe part-part-whole relationships add & subtract single and two-digit numbers solve addition & subtraction problems solve simple grouping & sharing problems <p>Fractions and decimals</p> <ul style="list-style-type: none"> represent halves, quarters & eighths of shapes and collections describe the connection between halves, quarters & eighths solve simple number problems involving halves, quarters & eighths. divide shapes and collections into halves, quarters and eighths solve simple fraction problems. <p>Money and financial mathematics</p> <ul style="list-style-type: none"> describe the features of Australian coins identify equivalent combinations count collections of coins & notes. make & compare money amounts read & write money amounts <p>Using units of measurement</p> <ul style="list-style-type: none"> use a calendar to identify the months of the year and the number of days in each month order days of the week connect seasons to the months of the year tell time to the quarter hour 	<p>Number and place value</p> <ul style="list-style-type: none"> count to & from 1000 count large collections. add strings of single-digit numbers representing addition & subtraction add 2-digit numbers solve simple addition and subtraction problems connect part-part-whole understanding to number facts recall addition number facts represent and partition 3-digit numbers compare, order, read & write 3-digit numbers read & write 3-digit numbers addition number facts identify related addition and subtraction facts add and subtract with two-digit numbers represent multiplication and division. <p>Using units of measurement</p> <ul style="list-style-type: none"> compare and order objects measure length, area and capacity using informal units compare lengths using direct comparison compare lengths using indirect comparison measure & compare lengths using non-standard units. 	<p>Shape</p> <ul style="list-style-type: none"> recognise, name, draw and describe the features of 2D shapes with straight sides and curved lines describe three-dimensional objects describe the features of familiar 3D objects. compare and order area of shapes & surfaces cover surfaces to represent area. <p>Location and transformation</p> <ul style="list-style-type: none"> interpret simple maps of familiar locations describe 'bird's-eye view' use appropriate language to describe locations. identify half and quarter turns represent flips and slides interpret simple maps. describe the effect of single-step transformations including turns, flips & slides identify turns, flips and slides in real world situations. 		

	Assessment	Additive number patterns Students recognise and continue describe additive number patterns	Money and Additive Numbers Students associate collections of Australian notes and coins with their values. Students solve simple two digit addition and subtraction problems using a range of strategies.	Additive concepts Students solve simple addition and subtraction problems using a range of strategies.	2D and 3D Shapes <i>Short answer questions</i> Students draw two dimensional shapes, recognise the features of three-dimensional objects.
		Representing data and chance Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.	Time and calendars Students use a calendar to identify dates and the months included in seasons. They tell time to the quarter hour.	Count, multiply and divide Students count to and from 1000, represent multiplication by grouping into sets and divide collections and shapes into halves, quarters and eighths. Compare them! Order them! Students measure, compare and order several shapes and objects using uniform informal units.	Explaining transformations Students explain the effects of one-step transformations.
Science	Units	Toy Factory Pushes/pulls affect how objects move or change shape. See how pushes/pulls cause movement in everyday objects. Effect on movement caused by changes to object, or to push/pull on object. Measure & compare movement. Explain how pushes/pulls can be used to change movement of a toy or object created by students.	Good to grow Examine how living things change as they grow. Investigate and compare changes that occur to different living things during their life stages, including similarities and differences between parents and offspring. Describe the characteristics and needs of living things in each life stage and how the needs are met.	Mix, make and use Investigate combinations of different materials and give reasons for selection of particular materials according to properties and purpose. Describe changes to objects and materials when separate and combined. Make an object which has a purpose in everyday life.	Save planet Earth Investigate Earth's resources and describe their use. Learn importance of conserving resources for future of all living things. Propose and explain actions that can be taken to conserve Earth's resources. Share ideas about conservation of Earth's resources in a presentation.
	Assessment	Integrated investigation – Students explore pushes and pulls on their toy. Students will draw a labelled picture of their toy and how it moves. Students make observation and record how it moves.	Students will create a book creator that explores the life stages of an animal examined throughout unit.	Design and create a lunchbox Students make an object to hold a wrapped sandwich and an orange. The object must be: -Made by combining different types of materials -Strong enough to be held from the top (not supported underneath) while being carried over a distance of ten metres. -Water resistant on the inside so that it can be wiped clean with a damp sponge.	Science Report - Students complete a 2 part report. Part A: Students will use measurements to make observations. Discuss the scenario presented in the picture, which shows the result of a 'fair test'. Part B: Students create a book creator poster about Water, Soil or resources from the ground.

Learning Area		Semester 1		Semester 2	
HASS	Units	Are we there yet? Inquiry question: <ul style="list-style-type: none"> How are people connected to their place and other places? In this unit students: <ul style="list-style-type: none"> Draw on representations of the world as geographical divisions and the location of Australia. Recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another. Identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale. Understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility. Represent connections between places by constructing maps and using symbols. Examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections. Respond with ideas about why significant places should be preserved and how people can act to preserve them. 		Impacts of technology over time Inquiry question: <ul style="list-style-type: none"> How have changes in technology shaped our daily life? In this unit students: <ul style="list-style-type: none"> Investigate continuity and change in technology used in the home, e.g. in toys or household products. Compare and contrast features of objects from the past and present. Sequence key developments in the use of a particular object in daily life over time. Pose questions about objects from the past and present. Describe ways technology has impacted on peoples' lives making them different from those of previous generations. Use information gathered for an investigation to develop a narrative about the past. 	
	Assessment	Knowledge test based on location and significant features of places and how people are connected to these and why they should be preserved. Students also label on a World map the Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn and Antarctic Circle.		Students conduct an inquiry to answer the question: How and why have changes in road transport affected the lives of people over time? The students will pose questions about the past, locate information, draw conclusions and create a text narrative about the past describing the passing time.	
Technologies	Units	Digital Technologies Cyber safety Students explore cyber safety and work through an iPad boot camp.	Design Technologies Spin It- Drop It! Links with the Science unit – Toy factory Students work through the design process and explore forces on their toy.	Design Technologies Design a lunchbox Students explore the properties of different materials and work through the design process to create a functioning lunchbox.	Digital Technologies Save Water - Links to Science Save Planet Earth Explore techniques to create a poster using Book Creator on iPads
	Assessment	To create an informative book creator that will help to teach the year one students how to be safe online. Students must cover the topics - passwords, cyberbullying, computer security & sharing information online.	To create a spinning toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing, evaluating and managing.	Students make an object to hold a wrapped sandwich and an orange. The object must be: - Made by combining different types of materials -Strong enough to be held from the top (not supported underneath) while being carried over a distance of five metres. -Water resistant on the inside so that it can be wiped clean with a damp sponge.	Design and create a poster to encourage people to save water
Health	Units <i>(To be taught and assessed by Triad Teacher)</i>	Stay safe Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. Students view information about safe behaviours and be given scenarios to role play safe behaviours.		Our culture Students complete an assignment. They read the personal profiles of individuals from diverse backgrounds and explore their identity to produce a picture book describing themselves and their cultural identity.	
	Assessment	Students describe changes as they grow older. They identify how emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems.		Students read about a day in the life of Tanji and Monty and complete a table about their identities. They identify own and others' strengths and achievements and create a personal picture book.	
The Arts	Units	Visual Arts: Ken Done How and why artists present ideas through different representations and processes. Give opinions on artworks. How artworks are created. Use and apply conventions such as line, shape, colour and texture. Experience role of artist & audience. Reflect on practice.		Media Arts: Linked to English. Drama: Presenting Traditional and Non-Traditional Tales By the end of this unit students will have a deeper understanding of roles as they explore voice and movement to create roles. They will confidently share their drama with peers and experience drama as audiences.	
	Assessment	Select from a range of mediums to create an artwork of Brisbane.		Rehearse and perform as a character from a traditional or non-traditional tale.	