

Lea	rning Area	Term 1	Term 2	Term 3
English	English Units 7 hours per week	Unit 1 – Engaging with imaginative stories Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences. Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.	Unit 2 – Exploring and creating informative texts Students engage with a range of informative texts that report and describe topics of interest and learning area content. They read, view and comprehend informative texts including simple decodable texts aligned with phonic development, and authentic texts. Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences. Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.	Unit 3 – Creating a procedural text Students engage with a range of texts that contain topics or story elements that can be presented as a procedure. They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non- fiction books, and various types of information texts. Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations.
	Assessment	Assessment task 1.1 — Speaking and listening	Assessment task 2.1 — Reading, viewing and comprehending informative texts Assessment task 2.2 — Writing and creating informative texts	Assessment task 3.1 — Speaking and listening
	Maths Units	Number and Algebra - Teach	Number and Algebra	Number
Maths	5 hours per week	 develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities use physical and virtual materials to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond two digits use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others Space - Monitor use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations Statistics - Assess use simple surveys to collect and sort data, based on a question of interest, such as colour of eyes; recognise that data can be represented in different ways such as objects, images, drawings, lists and symbols; compare and discuss data by identifying patterns. 	 use physical and virtual materials to demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones use skip counting to quantify physical collections recognise patterns in numbers and extend knowledge of numbers beyond two digits use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers Measurement explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events 	 demonstrate that numbers can be represented, partitioned and composed in various ways (for example: partition collections into equal groups, skip count) and extend their knowledge of numbers beyond two digits use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers Space use spatial features to classify shapes and objects and recognise shapes and objects in the environment and communicate reasoning (for example: explaining choices when ordering objects) Measurement explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning measure the length of shapes and objects using uniform informal units in an everyday situation.
	Assessment	Assessment task 1.1 – Statistics	Assessment task 2.1 — Number	Assessment task 2.1 — Number
		Fulpose: To collect, record and represent data in a one-		

Term 4

Unit 4 – Exploring and responding to imaginative texts – Recount

Students engage with a range of texts that depict characters, settings and events.

They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure.

Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning.

Students engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They create texts using language features including simple sentences, highfrequency words and a small number of details

Assessment task 4.1 — Reading, viewing and comprehending imaginative texts

Assessment task 4.2 — Writing and creating responses to imaginative texts

Number and Algebra

- connect understanding of numbers to at least 120 by representing, partitioning and composing in various ways
- use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers
- use skip counting to quantify physical collections initially by 2s, 5s, 10s
- recognise repeated patterns in numbers, symbols and objects using physical and virtual materials.

Assessment task 4.1 — Number and Algebra

		to-one display and compare and discuss data. Monitoring Strategy: Space (position and location		Assessment task 3.2 — Measurement and Space
	Science Units	Exploring light and sound	Living Adventure	Material Madness
ence	30mins per week	Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.	Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.	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.
Sc	Assessment	Exploring light and sound Purpose:	Healthy Habitats (Habitat representation)	Rock the Boat (Experimental investigation)
		To participate and make predictions in a guided investigation, describing objects they encounter and share observations.	Students will have the opportunity to represent an animal in its habitat. This representation could be a diorama, collage, picture or multi-media presentation. Students will be asked a series of questions to explain how the needs of living things are met in a habitat and predict how a change to a habitat affects living things.	Students describe the effects of physical changes made to a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.

Learning Area		Semester 1	Seme	
HASS Units		My Changing Life	My Chan	
HASS	30mins per week	In this unit students will explore the following inquiry question: How has my family and daily life changed over time? Learning opportunities support students to: explore family structures and the roles of family members over time recognise events that happened in the past may be memorable or have personal significance identify and describe important dates and changes in their own lives compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences respond to questions about the recent past sequence and describe events of personal significance using terms to describe the passing of time examine sources, such as images, objects and family stories, that have personal significance share stories about the past.	Students: draw on studies at the personal and local scale local shops recognise that the features of places can be the natural, constructed and managed features of places including Aboriginal peoples and Torres Strait Islander p represent local places using pictorial maps and describe respond to questions to find out about the features of p places collect and record geographical data and informa reflect on learning to respond to questions about how p	
	Assessment	My Changing Life Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.	How do pl Students investigate different landscapes and skies in Au different places and how to care for places. They explore location and directions and investigated how places char Links with Term 4 - Science Unit: Changes Around Me	

Changes Around Me
Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.
Changing Landscapes
(Multimodal presentation)
Students choose a day landscape and represent it using a drawing, painting, three dimensional model or digital technology. They also identify what their day landscape looks like at night and identify the features of their landscape.

ester 2

inging World

le, including familiar places, e.g. the school, local park and e natural, managed or constructed identify and describe es examine the ways different groups of people, peoples, describe the weather and seasons of places e local places using the language of direction and location places, the activities that occur in places and the care of nation, such as observations to investigate a local place places and their features can be cared for.

places change?

ustralia, features of places, activities that occur in re pictorial maps to further their understanding of ange between day and night and over time.

ologies	Technology Unit 30mins per week	Term 2 – Design Technologies – Links with Science Unit Students will engage in units over term 1 that links Scier properties of materials in Science and procedure in Engli their Technology unit. Students will design a boat and te
Techno	Assessment	Design Technolo Students will design a boat and test their suitability of th
ie Arts	Arts Unit 1 hours per week	Drama - Sto In this unit, students make and respond to drama by usin with voice, movement, soundscapes and improvisations explore role and dramatic action in dramatic play and im use voice, facial expression, movement, space and focus situation present drama that communicates ideas based respond to own and others' drama and consider where a peoples and Torres Strait Islander peoples.
41	Assessment	Stories C Students devise, perform and respond

t: Material Madness

ence, English and Technology. Students will be exploring glish and their understandings in these areas will support test their suitability of their materials and design.

ogies - Rock the Boat

heir selected materials and design.

ories Come to Life

- ing picture books as a stimulus as they bring them to life
- s for performance. Students will:
- nprovisation
- s to imagine and establish role and
- d on a picture book
- and why people make drama, including drama of Aboriginal

Come to Life

to drama using a picture book as stimulus.