

Learning Area		Term 1		Term 2		Term 3		Term 4	
English	Units	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.	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	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.	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 for a familiar character.	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.	Reading and writing poetry Students read and listen to a range of poems to create a poetry innovation.		
	Assessment	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	Procedure <i>Poster/ presentation</i> Students create, rehearse and present a procedure. (How To Grow A Bean Plant)	Writing an informative text <i>Informative response – written, multimodal</i> To create an informative text with a supporting image. Reading comprehension: (NF) – The Buzz About Bees	Imaginative narrative <i>Imaginative response – written</i> Students create a new narrative about family relationships and/or friendships for a familiar character.	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	Innovation of a poem <i>Written</i> Students create an innovation of a known poem for a familiar audience.		
Maths	Units	Number and place value <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 Patterns and algebra <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. Data representation and interpretation <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. Chance <ul style="list-style-type: none"> identify every day events that involve chance describe events as likely, unlikely, certain, impossible 	Number and place value <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 Fractions and decimals <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. Money and financial mathematics <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 Using units of measurement <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 	Number and place value <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. Using units of measurement <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. Fractions and decimals <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. 	Shape <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. Location and transformation <ul style="list-style-type: none"> interpret simple maps of familiar locations 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. Number and place value <ul style="list-style-type: none"> Addition and Subtraction number facts that bridge ten Examine the inverse relationship between addition and subtraction Use known strategies to recall addition facts: <ul style="list-style-type: none"> Use counting Use doubles Use ten Use a rule Think addition (for subtraction) Identifying compatible numbers Add and subtract from a multiple of ten Add and subtract two-digit numbers Add three-digit multiples of ten (split and jump strategies) Represent and solve addition and subtraction word problems Describe number patterns and identify addition pattern sequences Interpret Simple Maps <ul style="list-style-type: none"> Investigate and Interpret simple maps of familiar locations Identify the relative positions of key features. 				

	Assessment	<p>Additive number patterns Students recognise and continue describe additive number patterns</p> <p>Representing data and chance Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.</p>	<p>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.</p> <p>Time and calendars Students use a calendar to identify dates and the months included in seasons. They tell time to the quarter hour.</p>	<p>Additive concepts Students solve simple addition and subtraction problems using a range of strategies.</p> <p>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.</p> <p>Compare them! Order them! Students measure, compare and order several shapes and objects using uniform informal units.</p>	<p>2D and 3D Shapes <i>Short answer questions</i> Students draw two dimensional shapes, recognise the features of three-dimensional objects.</p> <p>Explaining transformations Students explain the effects of one-step transformations.</p>
Science	Units	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	Assessment	<p>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.</p>	<p>Students will create a book creator that explores the life stages of an animal examined throughout unit.</p>	<p>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.</p>	<p>Science Report - Students complete a 2 part report. Students will use measurements to make observations. Discuss the scenario presented in the picture, which shows the result of a 'fair test'.</p>

Learning Area		Semester 1	Semester 2
HASS	Units	<p>Are we there yet? Inquiry question:</p> <ul style="list-style-type: none"> How are people connected to their place and other places? <p>In this unit students:</p> <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. 	<p>Impacts of technology over time Inquiry question:</p> <ul style="list-style-type: none"> How have changes in technology shaped our daily life? <p>In this unit students:</p> <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	<p>Digital Technologies Computers: Handy helpers</p> <p>In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will:</p> <ul style="list-style-type: none"> recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems work independently and with others to create and organise ideas and information, and share these with known people in safe online environments. 	<p>Design Technologies Design a lunchbox</p> <p>Students explore the properties of different materials and work through the design process to create a functioning lunchbox.</p>
	Assessment	Collect, sort and organise data to share with the class in an online space and explore and work with algorithms to write a sequence of instructions to navigate virtual robots.	Students make an object to hold a wrapped sandwich and an orange. The object must be: <ul style="list-style-type: none"> 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.
Health	Units <i>(To be taught and assessed by HPE Teacher)</i>	<p>Stay safe</p> <p>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.</p>	<p>Our culture</p> <p>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.</p>
	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	<p>Visual Arts: Ken Done</p> <p>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.</p>	<p>Media Arts:</p> <p>Students explore ideas and learn about composition, sound and technologies to construct stories or advertisements.</p>
	Assessment	Select from a range of mediums to create an artwork of Brisbane.	<p>Media Arts</p> <p>Students make and share artwork using story principles, composition, sound and technologies.</p>