| Curriculum Area | Focus | Term 3 | Term 4 |
| :---: | :---: | :---: | :---: |
| English |  | Handwriting, Writing Process | Handwriting, Writing Process |
|  | Writing | Informative text- writing an information report on an animal of interest. <br> Narratives- writing about our lives with a twist. Making the incident more exciting- eg 'Guess what happened today on the way to school'. <br> Narratives - writing in the style of Pamela Allen (the author we are studying) | Student's will be given options to write in different genres and begin to work on publishing pieces... revisiting all skills of the genres we have learnt (recount, information report, narrative). Moving into publishing their work. Poetry: Onomatopoeia and the language used to create these poems. E.g.: a pig says oink, a cat says meow, a laugh says Ha ha. |
|  | Reading and Viewing | Reading and comprehending informative texts: animals- habitats and diet Reading and comprehending narrative texts - Author study on Pamela Allen Nursery Rhymes Continued development of individual reading skills - decoding, fluency and comprehension | Mentor Text: My big book of poetry <br> Reading and comprehending poetry and narratives <br> Looking at Onomatopoeia <br> Reading strategies <br> Continued development of individual reading skills - decoding, fluency and comprehension |
|  | Speaking and Listening | Phonics and word knowledge - Blend and segment onset and rime Responding to literature - Share feelings and thoughts about the events and characters in texts - respond to books by Pamela Allen | Language variation and change - Understand that English is one of many languages spoken in Australia (link to Indonesian) <br> Responding to literature - Share feelings and thoughts about the events and characters in text, linked to onomatopoeia |
|  | Spelling and Grammar | Phonological awareness: Beginning, middle and ending sounds Digraphs, split digraphs Rhyming, Syllables | Phonological awareness: Beginning, middle and ending sounds Working on initial blends, blending longer words Continue working on understanding of syllables and rhyming Compound words Continue learning Tricky Words and High Frequency Words |
| Mathematics | Number and Algebra | Place Value: Numbers 1-20, number names, sequencing, quantities, subitize, share between Addition and subtraction: Rainbow Facts, fact families, double numbers Money: Name, order and describe Australian coins | Place Value: Numbers 1-20, naming, sequencing, quantities, subitize, share between. <br> Addition and subtraction: Rainbow Facts, fact families, doubling <br> Sort and classify objects and create patterns with objects and follow a short sequence of instructions <br> Money and financial maths - Naming and ordering coins and learning the features of each coin. <br> Represent simple, everyday financial situations. |
|  | Measurement and Geometry | Measurement and Geometry- Volume and capacity <br> Shape- 2 D shapes and 3 D shapes <br> Location: -Position and Movement | Revision based on individual and class needs. |
|  | Statistics and Probability | Statistics and Probability: Yes/No questions Simple data displays, pictographs | Revision based on individual and class needs. |
| Physical Education/Sport | Movement and activity Interpersonal development | PE: Winter major games-football, soccer, netball, basketball- development of striking, throwing and catching skills; Athletics- preparation for P-2 Junior Athletics Carnival- introduction to personal bests PMP: Eye tracking, Crossing the midline through minor games and specific exercises, activating the left and right side of the brain. | PE: <br> Cricket -development of striking, throwing and catching skills Hotshots tennis -development of balance, bouncing and striking <br> Net Games - basketball, netball, specific skill development - throwing, catching Swimming lessons |
| The Arts | Music/Dance/Drama | Music elements- beat, pitch, loud/soft sounds Introduction to drama Learning the dance moves to Shake Your Tail Feather | Dance Unit: moving to known dances and learning choreography to preform our own dances Singing- Music Count Us In |
|  | Visual | Oil pastels | Paper techniques |
| Languages | Communicating | Increasing skills in singing, chanting and reading the lyrics of Indonesian songs. Recognising questions, commands and simple sentences. | Making connections to our English language and the similarities. Describing aspects of self-such as family, school/class and gender |
|  | Intercultural knowledge |  |  |
| Health <br> Personal and Social Capability | Health knowledge and promotion Building social relationships Self-Awareness and Management Social Awareness and Management | Identifying personal strengths and always being willing to have a go. Resilience Project: Gratitude, Empathy, Mindfulness, Emotional Literacy RRRR - Help Seeking and Gender \& Identity | Identifying personal strengths and always being willing to have a go. Resilience Project: Gratitude, Empathy, Mindfulness, Emotional Literacy RRRR- Positive Gender Relations |
| Science | Science | Earth and Space Sciences: Observable changes occur in the sky and landscape, daily and seasonal changes affect everyday life. (Weather) | Physical Sciences: The way objects move depends on a variety of factors, push and pull |
|  | History | Book Week: Read, Grow, Inspire - Activities aligned to the theme. |  |
| Humanities | Geography | Weather in my World/town/Country - Discuss what the weather is like in my town, Australia and the rest of the world. |  |
| Technologies | Digital Technologies | Cyber safety: Creating an awareness of online protocols: Looking after the ipad, safe use of the ipad. Navigating their way around the Ipad: Reading Eggs, Jolly Phonics, Essential Assessment |  |
|  | Design and Technology |  | Explore how objects use forces to create movement |

