

| Curriculum Area                       | Focus                                                                                                                               | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| English                               | Writing                                                                                                                             | Writing Informative Texts: Students build on their knowledge of the different ways to write informatively, including the different purposes, structures, and features. Mini Beast report writing- students will be creating an information booklet to showcase their learning from this unit.<br>Narrative Writing based on Eric Carle texts. E.g.: The Very Hungry Caterpillar. Children will produce their own Eric Carle inspired writing.<br>Writing poetry: Similes, Acrostic, Haiku and Alliteration                                                                                  | Writing persuasive texts: Students use their beginning knowledge of persuasive techniques to write for an identified audience, to influence a point of view. For example: Personal qualities to be successful at a particular job (e.g.: Why be an elf? How to be a good Santa Claus) and writing to persuade (writing a wish list and including reasons about WHY they should get something).<br>Writing Procedural Texts |
|                                       |                                                                                                                                     | Handwriting, Writing Process, Traits of Good Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Handwriting, Writing Process, Traits of Good Writing                                                                                                                                                                                                                                                                                                                                                                       |
|                                       | Reading and Viewing                                                                                                                 | Reading Informative Texts: Students build skills to fluently read and comprehend different informative texts. Students notice the structures, features, and content specific to different informative texts.<br>Reading and comprehending narrative texts.<br>Author Study - Reading, analysing and discussing a variety of Eric Carle books.<br>Continued focus on decoding and comprehension skills - predicting, visualising, inferring, questioning, summarising, and making connections.<br>Reading and interpreting poetry: nursery rhymes, similes, acrostic, haiku and alliteration | Reading and comprehending persuasive picture books – including: Don't feed the bear, Don't eat the peas, A Pig parade is a terrible idea.<br>Continued focus on decoding and comprehension skills - predicting, visualising, inferring, questioning, summarising and making connections.                                                                                                                                   |
|                                       | Speaking and Listening                                                                                                              | Public speaking: Students present their "Mini Beasts" project to the class.<br>Continue to develop skills to engage in conversations and discussion, using effective listening skills.                                                                                                                                                                                                                                                                                                                                                                                                      | Listen to, recite and perform poems, chants, rhymes and songs                                                                                                                                                                                                                                                                                                                                                              |
|                                       | Spelling and Grammar                                                                                                                | Phonemes (sounds) being taught as per College Scope and Sequence<br>Ongoing work on digraphs and letter formation<br>Tricky words<br>Revising a statement and question sentence and introducing exclamation sentences<br>Consolidating knowledge and use of verbs, proper & common nouns & adjectives in everyday writing and poetry.                                                                                                                                                                                                                                                       | Phonemes (sounds) being taught as per College Scope and Sequence<br>Tricky words<br>Consolidating knowledge of verbs, proper & common nouns and adjectives in everyday writing.                                                                                                                                                                                                                                            |
| Mathematics                           | Number                                                                                                                              | Recognise, model, read, write and order numbers to 120 and beyond<br>Use a number line to solve addition and subtraction equations-fact families<br>Count collections to 120<br>Represent and solve simple addition and subtraction problems – using partitioning strategies                                                                                                                                                                                                                                                                                                                | Fractions – (½ half), practical situations that model sharing in halves<br>Continued work on addition and subtractions problems- working with single and two digit numbers.<br>Problem solving: recognising the importance of repetition of a process in order to solve a problem<br>Revise values of Australian coins                                                                                                     |
|                                       | Algebra                                                                                                                             | Number sequences/patterns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Number sequences/patterns                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                       | Measurement                                                                                                                         | Mass: ordering objects by hefting and informal units<br>Length- measuring objects and shapes using informal units.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Revise mass, capacity, and shapes<br>Time: months, weeks, days, minutes and seconds and calendars                                                                                                                                                                                                                                                                                                                          |
|                                       | Space                                                                                                                               | Location- give and follow directions to move people and objects to different locations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Location: mapping and directions                                                                                                                                                                                                                                                                                                                                                                                           |
|                                       | Statistics                                                                                                                          | Data-Representing findings on a graph.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Data-Interpreting data                                                                                                                                                                                                                                                                                                                                                                                                     |
| Physical Education/Sport              | Movement and activity<br>Interpersonal development                                                                                  | Healthy Eating - recognising unhealthy food choices and healthy food choices and how they affect our body<br>Further development of striking, throwing and catching ball skills in context of winter sports; netball, soccer and football and basketball<br>Participating in basic athletic events; running, jumping, throwing to prepare for our Prep-2 carnival.                                                                                                                                                                                                                          | Volleyball - hand eye co-ordination<br>Volleyball - Students will practise basic volleyball skills such as catching, throwing, striking, and volleying using balloons or beach balls.<br>Hotshots (tennis) – bouncing, striking.<br>Swimming lessons                                                                                                                                                                       |
| The Arts                              | Music                                                                                                                               | Musical elements<br>Introduction to the notes of the staff<br>Keyboards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Music Count Us In<br>Music from different times and for different purposes<br>End of year concert                                                                                                                                                                                                                                                                                                                          |
|                                       | Dance/Drama                                                                                                                         | Introduction to Drama                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Dance- learning a range of simple dances                                                                                                                                                                                                                                                                                                                                                                                   |
|                                       | Visual                                                                                                                              | Create and display artwork to express ideas to an audience (Mini-Beast presentation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | After making different artworks, students describe the processes involved                                                                                                                                                                                                                                                                                                                                                  |
| Languages                             | Engaging with Indonesian language and culture<br>Communicating meaning in Indonesian                                                | Imitating the sounds and patterns of spoken Indonesian<br>Learning through modelling, scaffolding and revisiting learning as understanding develops<br>Exploring the written language, beginning with reading a variety of texts about students' personal world as they develop their linguistic skills                                                                                                                                                                                                                                                                                     | Imitating the sounds and patterns of spoken Indonesia<br>Learning through modelling, scaffolding and revisiting their learning as their understanding develops<br>Exploring the written language and developing vocabulary.<br>Building awareness that culture and language are intertwined throughout every facet of language learning                                                                                    |
| Health Personal and Social Capability | Health knowledge and promotion<br>Building social relationships<br>Self-Awareness and Management<br>Social Awareness and Management | RRRR- Stress management and Mr. Wibbly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | RRRR- Positive Gender Relations                                                                                                                                                                                                                                                                                                                                                                                            |
| STEM                                  | STEM (Digital and Design Technologies)                                                                                              | Exploring basic computer programming<br>Exploring the properties and characteristics of materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Using Scratch Junior to learn about basic computer programming.<br>Exploring what great design is and using a design brief.                                                                                                                                                                                                                                                                                                |

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| Science<br>Humanities<br><br>Technologies | Science              | <b>Living things:</b> Mini Beasts and plants. Students explore the similarities and differences between a variety of small creatures, discovering what and how they eat, where they live and other characteristics.<br>Students explore what plants need for survival. | <b>Chemical Sciences:</b> How objects can be grouped based on their properties<br>How some things can change their state of matter (eg water can be frozen and turn from a liquid to a solid) |
|                                           | History              | Covered in Semester 1                                                                                                                                                                                                                                                  | Celebrations and family traditions                                                                                                                                                            |
|                                           | Geography            | Covered in Semester 1                                                                                                                                                                                                                                                  |                                                                                                                                                                                               |
|                                           | Digital Technologies | Use digital technology to publish information reports.                                                                                                                                                                                                                 | Using iPad apps to represent data and for measurement, Essential Assessment                                                                                                                   |
|                                           | Design Technologies  |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                               |