


Learning Area	Unit Description	Assessment Tasks
English	<p><u>Enjoying and retelling stories</u></p> <p>Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students sequence events from a range of texts and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>	<p><u>Retell a story</u></p> <p>Students demonstrate comprehension of, and personal connection to, a familiar story through retelling events to peers. Students write a short retell of the story 'Mrs Wishy Washy.'</p> 
Mathematics	<p>Students will explore concepts from the following strands of the Mathematics Curriculum:</p> <p><u>Number and place value</u> — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five.</p> <p><u>Using units of measurement</u> - sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events, sequence stages within an activity, compare duration of events using time language</p> <p><u>Patterns and algebra</u> — describe repeating patterns, continue repeating patterns, describe repeating patterns using number</p>	<p><u>Understanding numbers from 1 to 20</u> To make connections between number names, numerals and quantities up to 10, count to and from 20 and order small collections.</p> <p><u>Explaining duration and event sequences</u> To connect events and days of the week, and explain the order and duration of events.</p>
Science	<p><u>Our living world</u></p> <p>In this unit, students will use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.</p>	<p><u>Exploring our living world</u></p> <p>Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions.</p>
HASS	<p><u>My family history</u></p> <p>Inquiry question: What is my history and how do I know? Students explore the nature and structure of families. They identify their own personal history, particularly their own family backgrounds and relationships. They examine diversity within their family and others. Students investigate familiar ways family and friends commemorate past events that are important to them and recognise how stories of families and the past can be communicated through sources that represent past events. They present stories about personal and family events in the past that are commemorated.</p>	<p><u>My family history</u></p> <p>Students explore important events celebrated in their lives, and identify how people and objects help them to remember.</p>
Health and Physical Education	<p><u>HEALTH: I am growing and changing</u> Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity.</p> <p><u>Physical Education: Catch that (bean) basketball</u> Students develop their fundamental movement skills while completing basketball activities and challenges within groups of varying sizes. Students:</p> <ul style="list-style-type: none"> • develop the two-handed catch, bounce pass and dribbling along path skills techniques. • identify and develop the attributes of a good partner. • test and trial solutions to solve movement challenges. 	<p><u>Collection of work</u> Students complete a series of tasks. Students recognise how they are growing and changing and recognise actions to keep them safe and healthy.</p> <p><u>Catch that bean</u> Students use personal and social skills when working with others in a range of activities. They perform underarm throwing, two-handed catching and dynamic partner balances with a beanbag to solve movement challenges</p>
The Arts	<p><u>Music</u> Students continue their study and practice of playing and keeping a beat using body percussion and untuned percussion instruments. They also focus on sound and vocal effects (including responding to loud and soft / fast and slow) and the impact it has on sound and music.</p> <p><u>Drama: Stories come to life</u> Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. Students act out stories that they read in class.</p>	<p><u>Let's sing and play together</u> Students compose, perform and respond to music using elements of music and discuss where and why people make music.</p> <p><u>Drama</u> Students retell a favourite story through dramatic play using voice and movement.</p>

↑ Parents – Please click the link for each Learning Area to go to the Australian Curriculum website to learn more about each area ↑