

Learning Area	Unit Description	Assessment Tasks
English	<p>Investigating narratives and character development Students listen to, view and read a short novel to explore the authors use of narrative structure, language features, visual features and construction of characters.</p>	<p>Comprehending a narrative story Students comprehend a story drawing on knowledge of context, text structure and language features and evaluate language and the images used in the text.</p> <p>Imaginative Narrative Students write an imaginative narrative based on the theme of 'fear' that develops characters.</p>
Mathematics	<p>Students develop understandings of: Number and place value — recall addition and multiplication number facts compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten. Money and financial mathematics — count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money, represent money amounts in different ways, compare values, choose appropriate coins and notes for shopping situations, count the change required for simple transactions to the nearest five cents. Using units of measurement — tell time to 5-minute intervals, represent time to the minute on digital and analogue clocks, transfer knowledge of time to real-life contexts.</p>	<p>Adding, subtracting and partitioning numbers Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.</p> <p>Telling time to the nearest minute Students tell time to the nearest minute and solve problems involving time.</p> <p>Money Students correctly represent values and counts out change from financial transactions</p>
Science	<p>Is It Living? Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.</p>	<p>Is it living? Students group living things based on observable features and distinguish them from non-living things.</p>
HASS	<p>Our unique communities Inquiry question: <i>How do people contribute to their unique communities?</i> In this unit, students:</p> <ul style="list-style-type: none"> • identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 	<p>Our unique communities Students investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.</p>
Health and Physical Education	<p>Physical Education: Athletic Spectacle Students participate in activities that teach the fundamental movement skills and elements of movement involved with performing: long jump, shot put, high jump, discus, running races and relays.</p>	<p>Athletic Spectacle Students create an athletic-themed sequence using fundamental movement skills and elements of movement to perform running, jumping and throwing sequences in authentic situations.</p>
The Arts	<p>Media Arts Students make and respond to media artworks. They explore meaning and interpretation, and forms and elements including structure, intent, character, settings, composition, time, space and sound.</p> <p>Music Students learn about the features of a ukulele and playing techniques. The outcome at the unit's end is to play chords A, C and C7 on the ukulele and use the skills to independently play songs that require positional changes of the fingers of the left hand. Students are required to play in time with musical accompaniment, as well as play and sing in an acoustic setting.</p>	<p>Media Arts Students will create a presentation explaining the cause of everyday observations on Earth.</p> <p>Music Students choose a song (or exercise) from the given list and perform with or without teacher assistance.</p>

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