



Subject	Unit Information	Assessment
English	<p><b>Unit Title: Exploring informative texts</b></p> <p>Students engage with a range of informative texts that support learning in English and across the curriculum. Imaginative texts with related themes and topics are selected to complement these.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, various types of stories and non-fiction texts.</p> <p>Students explore familiar text types such as stories and informative texts and identify language and visual features of texts to suit their purpose. They recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts.</p> <p>Students engage in shared and independent writing and/or learning experiences to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.</p>	<p>Students read, view and comprehend a simple informative text.</p> <p>Students create a short, written informative text, using words and images, about a topic.</p>
Maths	<p>Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:</p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</li> <li>explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, adding to and taking away from collections to at least 10</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events</li> </ul>	<p><b>Monitoring strategy:</b></p> <ul style="list-style-type: none"> <li>Subitising collections</li> <li>Exploring attributes of duration and sequencing familiar events</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Partitioning and combining collections and representing practical situations</li> </ul>
Science	<p><b>Unit Title: Weather Watch</b></p> <p>Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. They observe how weather can change and identify the features that signal these changes. Students reflect how weather influences daily life, such as clothing, shelter, and activities through a range of cultural perspectives. They begin to understand that weather conditions vary for different people and places. Students explore the effects of daily and seasonal changes on plants and animals and reflect on how weather impacts all living things. Throughout the unit, students communicate their observations and deepen their understanding about the weather.</p>	<p>Students suggest how the weather affects themselves and other living things. Students share observations about the weather.</p>

<b>HASS</b>	<b>Unit Title: My Family History</b>  <b>Inquiry question:</b> <ul style="list-style-type: none"> <li>What is my history and how do I know?</li> </ul> <p>Students explore the nature and structure of families, identify their own personal history, particularly their own family backgrounds and relationships. They examine diversity within their family and others and investigate familiar ways family and friends commemorate past events that are important to them. Students recognise how stories of families and the past can be communicated through sources that represent past events and present stories about personal and family events in the past that are commemorated.</p>	<b>Collection of work</b>  <p>Students explore important events celebrated in their lives and identify how people and objects help them to remember.</p>
<b>Design Technologies</b>	<b>Unit Title: Grow, grow, grow</b> <p>Students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack.</p>	<b>Portfolio</b> <p>Students explore ways to help a farmer by designing solutions and making food from fresh produce.</p>
<b>Visual Arts</b>	<b>Unit Title: New Stories</b> <i>Mrs Carla Adams</i> <p>In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.</p>	<b>Portfolio Samples</b>
<b>Health</b>	<b>Unit Title: I am growing and changing</b> <i>Mrs Helen Oxenham</i>  <p>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>Assessment may gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>recognise how they are growing and changing</li> <li>recognise actions that help them be healthy, safe and physically active</li> </ul>
<b>Music</b>	<b>Unit Title: Let's sing and play together</b> <i>Ms Michelle Lupton</i>  <p>In this unit, students explore rhymes and songs as stimulus for music making and responding.</p>	<p>Assessment may gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>communicate about the music they listen to, make and perform together and where and why people make music together through aural, tune and composing together</li> </ul>
<b>PE</b>	<b>Unit Title: Catch the bean</b> <i>Mrs Sharon Walsh</i> <p>Students demonstrate personal and social skills for working with others in a range of activities. They develop the fundamental movement skills of two-handed catching and underarm throwing and explore dynamic balances with beanbags. They apply these skills to solve movement challenges.</p>	<p>Assessment will gather evidence of:</p> <ul style="list-style-type: none"> <li>Use personal and social skills to work as a team and perform movement skills to solve challenges.</li> </ul>

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