



Subject	Unit Information	Assessment
English	<b>Unit Title: Exploring and creating informative texts</b> <p>Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and narrative texts.</p> <p>Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences.</p> <p>Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.</p>	<p>Students read, view and comprehend a simple informative text.</p> <p>Students create an informative text to report on 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 and Algebra</b></p> <ul style="list-style-type: none"> <li>partition one- and two-digit numbers</li> <li>use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers</li> <li>use curiosity and imagination to explore situations and choose ways of representing thinking when communicating with others</li> <li>quantify collections using skip counting</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events</li> </ul>	<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>Comparing and ordering duration of time</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Partitioning one- and two-digit numbers</li> <li>Solving addition and subtraction problems to 20</li> </ul>
Science	<b>Unit Title: Living Adventure</b> <p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats and suggest how changes to habitats can affect how the needs of living things are met.</p> <p>Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.</p>	<p>Students describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions and share their observations with others.</p>
HASS	<b>Unit Title: My changing life</b>	<b>Collection of work</b>

	<p><b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li>How has my family and daily life changed over time?</li> </ul> <p>In this unit, students will explore family structures and the roles of family members over time and recognise events that happened in the past may be memorable or have personal significance. They identify and describe important dates and changes in their own lives and compare aspects of their daily lives to aspects of daily life for people in their family in the past. Students respond to questions about the recent past, sequence and describe events of personal significance using terms to describe the passing of time and examine sources, such as images, objects and family stories, that have personal significance.</p>	Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.
<b>Design Technologies</b>	<p><b>Unit Title: It's Showtime!</b></p> <p>In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.</p>	<p><b>Portfolio</b></p> <p>Students design a character puppet with moving parts to use in a puppet show.</p>
<b>Visual Arts</b>	<p><b>Unit Title: What were you thinking?</b> <i>Mrs Carla Adams</i></p> <p>In this unit students explore how changes in facial features, style and form communicate emotion in artworks.</p>	<p><b>Portfolio Samples</b></p> <p>Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.</p>
<b>Health</b>	<p><b>Unit Title: Good Choices, healthy me</b> <i>Mrs Helen Oxenham</i></p> <p>Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students describe how to keep themselves and others healthy in different situations.</p>	The assessment will gather evidence of the student's ability to examine messages related to health decisions.
<b>Music</b>	<p><b>Unit Title: Save the world</b> <i>Ms Michelle Lupton</i></p> <p>In this unit, students explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed.</p>	
<b>PE</b>	<p><b>Unit Title: I'm a ball-iever</b> <i>Mrs Sharon Walsh</i></p> <p>Students perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities.</p>	Assessment will include fundamental movement skills and situations to test and solve challenges.

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