



Subject	Unit Information	Assessment
English	<p>Unit Title: Understanding and creating information reports</p> <p>Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers. (picture books, various types of information and non-fiction texts, short films and animations) Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose.</p> <p>Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.</p>	<p>Students read, view and comprehend a simple informative text</p> <p>Students create a written and multimodal informative text.</p>
Maths	<p>Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:</p> <p>Number and Algebra</p> <ul style="list-style-type: none"> recognise that mathematics can be used to investigate things students are curious about, to solve addition and subtraction problems and model everyday situations, describing thinking and reasoning using familiar mathematical language partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems use number sentences to formulate additive situations use mathematical modelling to solve practical financial problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations partition collections, shapes and objects into equal parts and build a sense of fractions <p>Measurement</p> <ul style="list-style-type: none"> use uniform units to measure, compare and discuss the duration of events read time on an analog clock to the hour, half hour and quarter hour 	<p>Assessment:</p> <ul style="list-style-type: none"> Partitioning and renaming two- and three-digit numbers and using mathematical modelling to solve a problem Using a calendar and reading time on an analog clock
Science	<p>Unit Title: Mix, make and use</p> <p>Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p>	<p>Combining materials for purpose</p> <p>Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.</p>

HASS	Unit Title: Present Connections of places Inquiry question: <ul style="list-style-type: none"> How are people connected to their place and other places? <p>Students draw on representations of the world as geographical divisions and the location of Australia. They recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another and identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale. Students understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility. They represent connections between places by constructing maps and using symbols and examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections. They respond with ideas about why significant places should be preserved and how people can act to preserve them.</p>	Supervised assessment <p>Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.</p>
Design Technologies	Unit Title: Engineering principles and systems: Spin it! <p>In this unit, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use.</p>	Portfolio <p>Students create a spinning toy by applying their understanding of how forces create movement.</p>
Visual Arts	Unit Title: Up, down and all-around <i>Mrs Carla Adams</i> <p>In this unit, students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places.</p>	Portfolio samples
Health	Unit Title: Our Culture <i>Mrs Chris Robertson</i> <p>Students explore what shapes their own, their family and classroom's identity. They examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students explore the importance of celebrating who they are and respecting each other's differences.</p>	Assignment/Project <p>Students complete an assignment. They read the personal profiles of individuals from diverse backgrounds and explore their identity to produce a picture book describing themselves and their cultural identity.</p>
Music	Unit Title: Music in our new world <i>Ms Michelle Lupton</i> <p>In this unit, students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.</p>	
PE	Unit Title: Ropes and Rhymes <i>Mrs Sharon Walsh</i> <p>Students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping.</p>	<p>Students will perform movement sequences and identify how their bodies react to different physical activities.</p>

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