

		Semester One			Semester Two		
ENGLISH 7h/w	CURRICULUM KNOWLEDGE	<p>Imaginative focus: Recounts and narratives</p> <p>Texts studied:</p> <ul style="list-style-type: none"> Rosie’s Walk Big Rain Coming Blossom Possum <p>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts</p> <p>Discuss how authors create characters using language and images</p> <p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features</p>	<p>Information and Persuasive focus: Texts have different jobs</p> <p>Texts studied:</p> <ul style="list-style-type: none"> Kookaburras Echidnas <p>Describe some differences between imaginative, informative and persuasive texts</p> <p>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning</p>	<p>Genre focus: Biography</p> <p>Texts:</p> <p>Marie Curie, Jane Goodall, David Attenborough</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features</p> <p>Describe some differences between imaginative, informative and persuasive texts</p> <p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</p>	<p>Imaginative focus: Cultural stories</p> <p>Texts studied:</p> <ul style="list-style-type: none"> The Four Dragons eBook Tiddalick Why the Sky is far away <p>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication</p> <p>Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary</p> <p>Make short presentations using some introduced text structures and language, for example opening statements</p> <p>Express preferences for specific texts and authors and listen to the opinions of others</p>	<p>Information and Persuasive focus: Places in the world</p> <p>Texts studied:</p> <ul style="list-style-type: none"> Australia, China, Nigeria Ads about Australia, China and Nigeria <p>Describe some differences between imaginative, informative and persuasive texts</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning</p> <p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features</p>	<p>Genre focus: Procedures and recipes</p> <p>Texts studied:</p> <ul style="list-style-type: none"> The Lighthouse Keeper’s Lunch A variety of procedural texts (processes and recipes) <p>Describe some differences between imaginative informative and persuasive texts</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication</p> <p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</p>
	KNOWLEDGE APPLICATION	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading</u> <ul style="list-style-type: none"> Engage and interpret recounts and narratives <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns to write a new setting/ event or character <u>Joint Construction</u> <ul style="list-style-type: none"> Reconstruct stages and phases of model 	<p>R2L Teaching Cycle: Factual and Text Response</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Read and interpret different text types <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise structural and evaluative language patterns using key paragraphs from the model response Highlight key content from the text <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use language patterns or content to write a new text <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct models of reports and advertisements Reconstruct independently 	<p>R2L Teaching Cycle: Biography</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Explore field knowledge – famous people <u>Detailed Reading</u> <ul style="list-style-type: none"> Highlight key information from the text and sequences in time <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences – develop grammar metalanguage Practise spelling and writing/lines <u>Rewriting</u> <ul style="list-style-type: none"> Innovate on poetic patterns <u>Joint Construction</u> <ul style="list-style-type: none"> Performance of poetry 	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading</u> <ul style="list-style-type: none"> Prepare and read whole story (including visuals) Discuss themes and aesthetics <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns to write a retell of the text stage <u>Joint Construction</u> <ul style="list-style-type: none"> Use well written models of stories Reconstruct stages and phases of retell Performance to an audience 	<p>R2L Teaching Cycle: Factual and Text response</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Read and interpret different text types <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise structural and evaluative language patterns using key paragraphs from the model response Highlight key content from the text <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use language patterns or content to write a new text <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct models of reports and advertisements Reconstruct independently 	<p>R2L Teaching Cycle: Factual (procedure)</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Paragraph-by-paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Highlight key information from the text and discuss in depth <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Make notes Write new sentences <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct stages and phases of a procedure Use notes from paragraph-by-paragraph reading to organise information Digital presentation
	ASSESSMENT	<p>Summative assessment:</p> <ul style="list-style-type: none"> Written: Retell – 3 stages (narrative structure) Reading comp – Big Rain (structure of story – contribution of image) 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Written: Report (scientific information) Speaking: Informal/groups – sharing information about animals Multimodal: Advertisement (written and image) 	<p>Summative assessment (Sem 2 Report):</p> <ul style="list-style-type: none"> Written: Biography – from notes 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Written: Retell of a studied story Spoken: Presentation to audience 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Written: Report (scientific information) Multimodal: Advertisement (written and image) Reading Comp – organisation of ideas - audience 	<p>Formative assessment:</p> <ul style="list-style-type: none"> Written: procedures Spoken: presentation
	School Moderation	School Moderation	Cluster Moderation	School Moderation	Cluster Moderation	School Moderation	

Semester One

Semester Two

ACHIEVEMENT STANDARD

Achievement standard

In this semester, assessment of student learning aligns to the following components of the Achievement standard.

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

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		Term 1	Term 2	Term 3	Term 4
MATHEMATICS 5h/w	KA	COUNTING GAMES	WHAT SHAPE AM I? GAME SHOW	SAVE YOUR 'POCKET MONEY' TO MAKE A PURCHASE	WHO HAS THE BIGGEST HEAD? LONG, SHORT, LONGER THAN, SHORTER, THE SAME LENGTH, SHORTER THAN?
	CURRICULUM KNOWLEDGE	<p>Unit 1 Number and place value - count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent and record simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction, represent and solve simple addition and subtraction problems, explore commutativity.</p> <p>Using units of measurement - sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.</p> <p>Data representation and interpretation - ask a suitable question for gathering data, gather, record and represent data.</p> <p>Chance - describe the outcomes of familiar events.</p>	<p>Unit 2: Patterns and algebra - investigate and describe repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent and record counting sequences, describing number patterns.</p> <p>Number and place value - represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems.</p> <p>Using units of measurement - describe the duration of an hour, explore and tell time to the hour.</p> <p>Location and transformation - explore and describe location, investigate and describe position, direction and movement, interpret directions.</p> <p>Shape - investigate the features three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects.</p> <p>Fractions and decimals - investigate wholes and halves, partition to make equal parts.</p> <p>Money and financial mathematics - explore features of Australian coins.</p>	<p>Unit 3: Number and place value - recall, represent and, count collections, position and locate numbers on linear representations, represent and record two-digit numbers, identify digit values, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, explore doubling and halving, record and solve simple addition and subtraction problems.</p> <p>Patterns and algebra - recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence.</p> <p>Fractions and decimals - identify one half</p> <p>Money and financial mathematics - recognise, describe, and order Australian coins according to their value.</p> <p>Using units of measurement - compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe duration in time, tell time to the half hour.</p> <p>Shape - identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects.</p> <p>Location and transformation - give and follow directions, investigate position, direction and movement.</p>	<p>Unit 4: Fractions and decimals - identify a half.</p> <p>Number and place value - count collections beyond 100, skip count in ones, twos, fives and tens, identify missing elements, describe patterns created by skip counting, model numbers with a range of materials, use standard and non-standard partitioning of 2-digit numbers, position and locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10, develop and refine mental strategies for addition and subtraction problems, identify related addition and subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition and subtraction, solve addition and subtraction problems.</p> <p>Patterns and algebra - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns.</p> <p>Using units of measurement - compare and sequence familiar events in time.</p> <p>Data representation and interpretation - ask suitable questions to collect data, organise and represent data.</p> <p>Chance - classify events based on chance.</p>
	SKILL DEVELOPMENT	<p><u>Rapid Recall</u></p> <ul style="list-style-type: none"> Days of the week Months of the year Numbers and number words Skip counting – 1's, 2's, 5's <p><u>Warm-Up</u></p> <ul style="list-style-type: none"> Place value Part-whole – standard partitioning of 1 digit numbers Addition and subtraction Locate numbers on number lines Skip counting – 2's Comparing lengths Identify outcomes of chance events 	<p><u>Rapid Recall</u></p> <ul style="list-style-type: none"> Days of the week Months of the year Numbers and number words Skip counting – 1's, 2's, 5's <p><u>Warm-Up</u></p> <ul style="list-style-type: none"> Repeating and growing patterns Teen numbers Location and transformation Part-whole – standard and flexible partitioning of 2 digit numbers Fractions - halves and wholes 2D and 3D shapes Counting collections, Number relationships Coins – bigger or smaller? 	<p><u>Rapid Recall</u></p> <ul style="list-style-type: none"> Days of the week Months of the year Numbers and number words Skip counting – 1's, 2's, 5's <p><u>Warm-Up</u></p> <ul style="list-style-type: none"> Number patterns Location and transformation - directions Part-whole – standard and flexible partitioning of 2 digit numbers Fractions - halves and wholes Measurement – lengths and capacity Time duration – longer or shorter? Mental maths strategies 	<p><u>Rapid Recall</u></p> <ul style="list-style-type: none"> Days of the week Months of the year Numbers and number words Skip counting – 1's, 2's, 5's, 10's <p><u>Warm-Up</u></p> <ul style="list-style-type: none"> Repeating and growing patterns Teen numbers Part-whole – standard and flexible partitioning of 2 digit numbers Part-whole – missing numbers in partitioning Fractions – halves and doubles Fractions - halves and wholes Counting collections, Number relationships Time duration – compare and sequence time events
	ACHIEVEMENT STANDARD	Students locate numbers on a number line. They carry out simple additions using counting strategies. They partition numbers using place value. Students classify outcomes of simple familiar events.	Students describe three-dimensional objects. They use the language of direction to move from place to place.	Students describe number sequences resulting from skip counting by 2s, 5s and 10s. They recognise Australian coins according to their value. Students explain time durations. Students count to and from 100 and locate numbers on a number line. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place.	Students identify representations of one half. Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.
	ASSESSMENT	<p>AT: Will it? Won't it? Might it? Students classify outcomes of familiar events.</p> <p>AT: My favourite teen number Students recognise, model, write and order number to 20.</p> <p>Data mathematical guided inquiry (optional) Students use simple strategies to reason and solve a data inquiry question.</p>	<p>AT: Secret object Students give and follow directions to familiar locations</p> <p>AT: Shape shakers Students describe and compare three-dimensional objects based on their obvious geometric features.</p> <p>Money mathematical guided inquiry (optional) Students use simple strategies to solve a money inquiry question.</p>	<p>AT: Measuring using informal units Students order objects based on length and capacity using informal units.</p> <p>AT: Students explain time durations and tell time to the half hour.</p> <p>AT: A handful of beads - Students describe number sequences resulting from skip counting by twos, fives and tens, count to and from 100 and locate numbers on a number line, and recognise Australian coins according to their value</p> <p>AT: Location and direction Mathematical guided inquiries Students use simple strategies to reason and solve inquiry questions.</p>	<p>AT: Addition, subtraction and finding halves Students carry out simple addition and subtraction. They identify representations of one half.</p> <p>AT: Dipping into data - Students collect data by asking questions, draw and describe data displays and make simple inferences.</p> <p>AT: Number mathematical guided inquiry (optional) Students use strategies to reason and solve a number inquiry question.</p> <p>AT: Cool calculations - Students carry out simple addition and subtraction.</p>

		Term 1	Term 2	Term 3	Term 4
STEM 1.5h/w	KA	Changes around me (C2C unit 3)	Living adventure (C2C unit 1)	Material madness: making a puppet? (C2C Unit 2)	Exploring light and sound (C2C Unit 4)
	CURRICULUM KNOWLEDGE	Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.	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. 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.	Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.	Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.
	ACHIEVEMENT STANDARD	By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.	By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.	By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.	By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.
	ASSESSMENT	Assessment: Exploring sky and land – Daily Changes <i>Multimodal presentation</i> Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment. They respond to questions and sort and share observations.	Assessment: Describing a habitat <i>Short-answer questions</i> Students describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others.	Assessment: Rocking the boat Students describe the effects of physical changes made to a material (paper) to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.	Assessment: Investigating light and sound <i>Experimental investigation</i> Students participate in a guided investigation designing a toy that makes sound and describe the effects of interacting with it. They sort objects according to criteria and share observations with others.
		Digital technology Computers: Handy helpers In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning		Design and Technology Materials and technologies specialisations (C2C unit 3) In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions.	Digital technology Computers: Handy helpers In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning
	Assessment: Computers: Handy helpers: Collection of work Students identify the purposes of common digital systems.		Assessment: Portfolio To describe the effects of physical changes made to a material to make a boat that floats. To make a prediction, conduct an investigation and record observations.	Assessment: Observations/ checklist Students to design a digital solution using a digital system.	

		Term 1	Term 2	Term 3	Term 4
HUMANITIES AND SOCIAL SCIENCES 1h/w	KA	Unit 1: My changing life Inquiry questions: How has my family and daily life changed over time?		Unit 2: My changing world Inquiry questions: What are the features of my local places and how have they changed?	
	CURRICULUM KNOWLEDGE	In this unit, students: <ul style="list-style-type: none"> explore family structures and the roles of family members over time recognise events that happened in the past may be memorable or have personal significance identify and describe important dates and changes in their own lives compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences respond to questions about the recent past sequence and describe events of personal significance using terms to describe the passing of time examine sources, such as images, objects and family stories, that have personal significance share stories about the past.. 		In this unit, students: <ul style="list-style-type: none"> draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops recognise that the features of places can be natural, managed or constructed identify and describe the natural, constructed and managed features of places examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places represent local places using pictorial maps and describe local places using the language of direction and location respond to questions to find out about the features of places, the activities that occur in places and the care of places collect and record geographical data and information, such as observations and interviews to investigate a local place reflect on learning to respond to questions about how features of places can be cared for. 	
	ACHIEVEMENT STANDARD	By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.		By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.	
	ASSESMENT	Assessment task: To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.		Assessment task: To investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it.	
THE ARTS 1h/w	CURRICULUM KNOWLEDGE	U1 – Visual Arts - What are you thinking (C2C v8 U3) <ul style="list-style-type: none"> Explore how changes in facial features, style and form communicate emotion in portraiture. Explore the visual language of portraiture in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks. Experiment with visual conventions (drawing, photography) and observation to create self-portraits to communicate emotion. Display artworks and share ideas about emotive visual language choices they made in their artworks. Describe and interpret emotion in self-portraiture. 	Unit 3 - Visual Arts - Multicultural Festival Artwork <ul style="list-style-type: none"> Make and respond to art displays by exploring photographs and pictures from cultural stories Present art displays that communicates ideas about cultural stories to an audience of peers, family and friends Respond to own and others' art work and consider where and why people make art displays. 	U5 – Dance - Dancing Seasons. (C2C v8 U3) In this unit, students make and respond to dance by exploring connections with seasons in dance of their own and other cultures as stimulus. Students will: <ul style="list-style-type: none"> explore, improvise and organise ideas about seasons to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences present dance sequences that communicate ideas about seasons to an audience respond to dances about seasons, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	U2 – Media Arts – Family Portraits (C2C v8 U3) In this unit, students use digital manipulation to present alternate representations of family portraiture. Students will: <ul style="list-style-type: none"> explore contemporary family portrait representations in the form of digital collage combining representations of family members to communicate relationships experiment with abstraction and media technology (photographing; selecting; copying; pasting; moving; resizing; rotating; grouping and adding sound) to manipulate existing images present manipulated images in digital or print form to share understanding of generational relationships describe and discuss the representation of family relationships in the work of other students and artists.
	ACHIEVEMENT STANDARD	Achievement Standards: Year Prep to 2 By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.	Achievement Standards: Year Prep to 2 Students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.	Dance Achievement Standards: Years Prep to 2 By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.	Achievement Standards: Years Prep to 2 By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.
	ASSESMENT	Formative assessment – Teacher observations, checklists, work samples Summative assessment – Displayed art work, Slideshow	Formative assessment – Teacher observations and checklists Summative assessment – Displayed art work	Formative assessment – Teacher observations and checklist Summative assessment – Performances (group or ind)	Formative assessment – Teacher observations, work samples Summative assessment – Displayed art work, Slideshow
		Music <ul style="list-style-type: none"> Participate in singing, and learn about Beat, Rhythm and Melody. Engage in purposeful play instructed musical activities. Develop a connection with and a contribution to music in their world. 	Music <ul style="list-style-type: none"> Participate in singing, represent Beat, Rhythm and Melody. Engage in purposeful play instructed musical activities. Develop a connection with and a contribution to music in their world. 	Music <ul style="list-style-type: none"> Perform Beat and Rhythm skills, on percussion. Apply knowledge of rhythm and melody of known songs, notate them on the staff lines and play songs on chime bars sets. Participate in songs and dance activities. 	Music <ul style="list-style-type: none"> Create, practise, present, respond and reflect using musical elements learned throughout the year. Perform Beat and Rhythm skills, on percussion. Apply knowledge of rhythm and melody of known songs, notate them on the staff lines and play songs on chime bars sets. Participate in songs and dance activities.
	Assessment: Teacher observations and checklists	Assessment: Teacher observations and checklists: Performing beat and rhythm on percussion instruments and singing	Assessment: Teacher observation and checklists-Performing beat, rhythm and singing	Assessment: Teacher Observations and checklists – performing beat, rhythm and singing.	

HEALTH AND PHYSICAL EDUCATION

		Term 1	Term 2	Term 3	Term 4
HEALTH AND PHYSICAL EDUCATION 2h/w	CURRICULUM KNOWLEDGE	<p>School based learn to swim and water safety program</p> <p>Level 1</p> <p>Students develop aquatic skills and swimming strokes.</p> <p>Students:</p> <ul style="list-style-type: none"> Can put his/her face in the water for 5 seconds and blow bubbles. Will open the eyes under water to pick up objects off the bottom in water 70 cm deep. The child should not rub his/her eyes when the face is taken out of the water. Will fall face forwards and backwards into the water so that the body is completely submerged. 	<p>Little athletes</p> <p>Students develop the fundamental movement skills of running, hopping, and jumping through active participation in activities, games and movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> explore movement and examine the rules and procedures required for successful participation in physical activity. develop and perform the fundamental movement skills of running, jumping, and hopping and apply them in simple activities, races and games. apply the fundamental movement skills of running, jumping, hopping to solve movement challenges. <p>Playing with Balls (C2C U1)</p> <p>Students develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> explore rules and fair play practices. perform fundamental movement skills to send, control and receive balls. test and evaluate possible solutions to movement challenges. 	<p>Catch me if you can (C2C 3)</p> <p>Students participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test their effectiveness to solve movement challenges. They demonstrate strategies to work in groups and play fairly during tagging games.</p> <p>Students:</p> <ul style="list-style-type: none"> demonstrate positive ways to interact with others apply rules required to participate fairly in physical activities, including simple games perform running and dodging fundamental movement skills test alternatives and solve movement challenges. <p>I'm a balliever (C2C 2)</p> <p>Students develop locomotor and object control skills. Students experiment with using different equipment and parts of their body. They propose a range of alternatives and test their effectiveness when solving movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> develop the fundamental skills of two-handed catching, two-handed throwing, basketball dribbling and soccer ball dribbling. understand different ways the body reacts to physical activity. test, trial and evaluate possible solutions in two-handed throwing, two-handed catching, soccer ball dribbling and basketball dribbling movement challenges. 	<p>School based Learn to Swim and Water Safety Program</p> <p>Level 1</p> <p>Students develop aquatic skills and swimming strokes. Students:</p> <ul style="list-style-type: none"> Can put his/her face in the water for 5 seconds and blow bubbles. Will open the eyes under water to pick up objects off the bottom in water 70 cm deep. The child should not rub his/her eyes when the face is taken out of the water. Will fall face forwards and backwards into the water so that the body is completely submerged.
	ACHIEVEMENT STANDARD	Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.	Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.	Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.	Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.
	ASSESSMENT	Formative and Summative Assessment: Observations/checklists	Summative Assessment: C2C Unit 1 assessment / marking guide	Summative Assessment: C2C Unit 3 assessment / marking guide	Summative Assessment: Observations/checklists
	CURRICULUM KNOWLEDGE	<p>U1: A little Independence</p> <ul style="list-style-type: none"> Describe physical and social changes that occur as they grow. Describe personal strengths and achievements and discuss how these are acknowledged and celebrated. Identify similarities and differences, and recognise how diversity contributes to identities. Describe changes that occur as individuals grow older. Describe how family and community acknowledge changes. Recognise similarities and differences in individuals . Identify factors that influence personal identities. Discuss how differences and similarities are celebrated and respected. 	<p>U2 – Good healthy choices in my environment</p> <ul style="list-style-type: none"> Describe actions that keep themselves and others healthy in different situations. Understand the meaning of being healthy. Recognise situations and opportunities to promote health. Understand the relationship between personal actions and being healthy. Identify and explain actions related to health messages. Recognise situations and opportunities to promote healthy choices. Identify and explore natural and built environments in their local community where physical activity can take place. Consider health messages when making health decisions and selecting healthy actions. Understand decision making steps to make healthy choices. 	<p>U3 - We are family – we all belong</p> <ul style="list-style-type: none"> Recognise similarities and differences in individuals and groups and describe how these differences can be respected. Identify and practise emotional responses that reflect their own and others' feelings. Examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong. Examine similarities and differences Recognise how differences contribute to identity Understand different ways to demonstrate respect Understand how emotional responses influence their own and others' feelings Explore ways to help themselves and others feel they belong practise strategies to be friendly and include others. 	<p>U4 - My safety, my responsibilities in different environments</p> <ul style="list-style-type: none"> Identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. Examine safe and unsafe situations and strategies to keep safe. Recognise and rehearse strategies that help keep them safe. Explore how responsibilities increase as they grow older. Examine situations where they may need to seek help from others. Recognise safety clues and rehearse strategies they can use to seek help.
	ASSESSMENT	<p>Assessment: Collection of work</p> <p>The assessment will gather evidence of the student's ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy</p>	<p>Assessment: Collection of work</p> <p>The assessment will gather evidence of the student's ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy</p>	<p>Assessment: Collection of work</p> <p>The assessment will gather evidence of the student's ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy</p>	<p>Assessment: Collection of work</p> <p>The assessment will gather evidence of the student's ability to examine messages related to health decisions and describe actions that help keep themselves and others healthy</p>
Excursion	PEEC: Forest Kingdoms				