

		Term 1	Term 2	Term 3	Term 4
ENGLISH 7h/w	CURRICULUM KNOWLEDGE	<p>Imaginative to informative focus: Spoken book report (labels, illustrations, recounts and narratives) U1</p> <p>Exploring our new world:</p> <ul style="list-style-type: none"> Explore a familiar environment and imaginary locations and recount journeys. Listen to and read stories and recounts to explore predictable text structures and common visual patterns. Review story structure and orally retell a learned story. <p>Texts: I Went Walking, Dougal and Bumble and the Tuckshop Lunch, Rosies Walk, Russell the Sheep, Imagine</p>	<p>Imaginative focus (retell of a learned story) moving to informative focus U2</p> <p>Enjoying and retelling stories:</p> <ul style="list-style-type: none"> Explore predictable structures and visual patterns represented in recounts – time, place and events. Analyse literary narrative – focus on using time, place and events to build emotive reaction. Sequence events from a range of texts and select a favourite story to retell to classmates. Prepare spoken retell (informative) of a learned story by drawing events in sequence and writing simple sentences. <p>Texts: Dougal and Bumble's First Playdate, Tom Tom, Bear and Chook by the Sea, Lost and Found, Fox and the Grapes</p>	<p>Imaginative focus (Rhyme and rhyming stories) moving to persuasive focus (personal response) U3</p> <p>Interacting with others:</p> <ul style="list-style-type: none"> Listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge, a range of language features, and to identify common visual patterns. Compare stories – ideas, illustrations, personal preferences. Create and recite a rhyming verse to a familiar audience and listen while others present their rhyme. Create and present a personal response (persuasive focus) on a favourite rhyming story. Story structure – plot, character and theme. <p>Texts: Five Little Monkeys, Diddle Diddle dumpling, Noni the Pony, The Very Itchy Bear</p>	<p>Imaginative focus (story) moving to persuasive focus (text response) U4</p> <p>Responding to text:</p> <ul style="list-style-type: none"> Listen to and engage with imaginative texts with a focus on the features of narratives, including the beginning, problem and solution to a story. They will investigate how characters solve problems in a story and explore the different contribution made by words and images to the meaning in stories. Students will discuss and answer comprehension questions by activating and using prior knowledge. <p>Texts: I Don't Believe in Dragons, Me and my Dad, Amy and Louis, Looking for Bowser, Bless you Santa</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 in and interpret literature <u>Sentence making</u> <ul style="list-style-type: none"> Build metalinguistic awareness (sound, word, sentence) Highlight and discuss literary language patterns <u>Spelling and handwriting</u> <ul style="list-style-type: none"> Practise spelling Letter formation <u>Sentence writing</u> <ul style="list-style-type: none"> Create meaningful sentences <u>Rewriting</u> <ul style="list-style-type: none"> Use language from authors to rewrite sentences with a new setting, event or character 	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading:</u> <ul style="list-style-type: none"> Engage in and interpret literature Discuss beginning, middle, end <u>Sentence making</u> <ul style="list-style-type: none"> Revise metalinguistic awareness (sound, word, sentence) Discuss literary language patterns <u>Spelling and handwriting</u> <ul style="list-style-type: none"> Practise spelling Letter formation <u>Sentence writing</u> <ul style="list-style-type: none"> Create meaningful sentences <u>Rewriting</u> <ul style="list-style-type: none"> Use language from authors to rewrite sentence <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct story using beginning, middle, end 	<p>R2L Teaching Cycle: Text Response/ Persuasive</p> <ol style="list-style-type: none"> <u>Preparing and reading:</u> <ul style="list-style-type: none"> Engage in and interpret literature Discuss themes and make notes <u>Sentence making</u> <ul style="list-style-type: none"> Discuss literary language patterns of poems and preferences <u>Spelling and handwriting</u> <ul style="list-style-type: none"> Practise spelling and letter formation <u>Sentence writing</u> <ul style="list-style-type: none"> Write short stanzas <u>Rewriting</u> <ul style="list-style-type: none"> Use evaluative language patterns – I like etc <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct well written models of text responses 	<p>R2L Teaching Cycle: Text Response</p> <ol style="list-style-type: none"> <u>Preparing and reading:</u> <ul style="list-style-type: none"> Engage in and interpret literature Discuss themes and make notes on characters actions <u>Sentence making</u> <ul style="list-style-type: none"> Discuss literary language patterns of letters <u>Spelling and handwriting</u> <ul style="list-style-type: none"> Practise spelling and letter formation <u>Sentence writing</u> <ul style="list-style-type: none"> Write short letter <u>Rewriting</u> <ul style="list-style-type: none"> Use language from text to write new text <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct well written models of letters
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Phonics / handwriting – 3 sounds per week s to ng Sight words – Gold Identify the story Identify the main character Share feelings about the main character Discuss their likes and dislikes about the main character Retell an event from the story by talking about the characters, events and ideas Share their feelings about the story Connect ideas in the story to their own experiences 	<ul style="list-style-type: none"> Phonics / handwriting – Blends and digraphs Sight words – Gold and Red Retell - first, next and finally Vocab – title and author Connection to the story Writing: capital letters, full stops, finger spaces 	<ul style="list-style-type: none"> Blends and digraphs Sight words – Gold, red and blue Handwriting – correctly form all upper and lower case letters Daily rhymes Rhyming words – onset and rhyme Sentence conventions – capitals, full stops, finger spaces Letter – sound knowledge in writing 	<ul style="list-style-type: none"> Blends and digraphs Sight words – Gold, red, blue and green Handwriting – correctly form all upper and lower case letters Conventions of letter writing – Dear / From Write about games you like to play, what it feels like to play together and what it means to be a friend. Express a personal opinion Sentence conventions – capitals, full stops, finger spaces Matches letter to sound in writing
	ASSESSMENT	<p>Formative assessment:</p> <p>Spoken book talk: Report Personal Response Anecdote or recount</p>	<p>Summative assessment:</p> <p>Oral re-telling of a story read in class. Assessment of written production of notes.</p>	<p>Summative assessment:</p> <p>Assessment task 1 — Create and recite a rhyme Students listen and demonstrate knowledge of rhyme through written and spoken communication. Assessment task 2 — Responding to a rhyming story Students clearly communicate an opinion about a familiar rhyming story and identify the use of rhyme within it.</p>	<p>Formative and summative assessment:</p> <p>Write and create a response to a story. Reading and oral comprehension to comprehension questions assessment.</p>
		School / Year Level Moderation	Cluster Moderation	School / Year Level Moderation	Cluster Moderation

	Term 1	Term 2	Term 3	Term 4
ACHIEVEMENT STANDARD	<p>Achievement standard In this unit, assessment of student learning aligns to the following components of the Achievement standard.</p> <p>Receptive modes (listening, reading and viewing) By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.</p> <p>They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p>Productive modes (speaking, writing and creating) Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.</p> <p>In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>	<p>Achievement standard In this unit, assessment of student learning aligns to the following components of the Achievement standard.</p> <p>Receptive modes (listening, reading and viewing) By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.</p> <p>They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. 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MATHEMATICS 5h/w	KA	FINDING OUR WAY AROUND Location and transformation - finding our way around	CHEFS IN PREP Cooking - measurement, shape, number	OPEN FOR BUSINESS Prep shop (money, counting, value)	GUIDED INQUIRY Plan a celebration for the end of year.
	CURRICULUM KNOWLEDGE	<ul style="list-style-type: none"> Patterns and algebra - identify patterns and non-patterns, describe, continue and create growing and repeating patterns, use number to describe patterns, identify missing elements in a pattern. Number and place value - count in ones forwards and backwards from different starting points, subitise to count small collections, quantify collections, identify quantities in different arrangements, connect number names, numerals and quantities. Using units of measurement - sequence familiar events, compare the duration of events, compare objects based on length, mass and capacity using direct and indirect comparison. Location and transformation - interpret the language of location, follow and give simple instructions, describe position. Data representation and interpretation - answer simple questions, pose simple questions, identify information gathered by asking and answering questions. 	<ul style="list-style-type: none"> Using units of measurement - compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations. Shape - compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes. Number and place value - recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts. Location and transformation - identify and describe pathways, give and follow movement directions, represent movement paths, describe locations. Patterns and algebra - copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number. 	<ul style="list-style-type: none"> Using units of measurement - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events. Number and place value - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole. Patterns and algebra - identify, copy, continue and describe growing patterns, describe equal quantities. Data representations and interpretation - identify questions, answer yes/no questions, use data displays to answer simple questions. 	<ul style="list-style-type: none"> Number and place value - represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, make equal groups, describe the joining process. Using units of measurement - directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects. Location and transformation - describe position, describe direction. Shape - describe, name and compare shapes. Data representation and interpretation - generate yes/no questions, identify and interpret data collected.
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Counting forwards and backwards to 10 Subitising to 6 Numbers/ numeral names to 10 Collections to 10 Quantities to images Sequencing and ordering to 10 More/ less/ same Patterns Positional language/ location Sorting and classification Duration – time Yes/no questions Size – big, small Similarities/ differences 	<ul style="list-style-type: none"> Length Shapes – 2D and 3D Counting forwards and backwards to 20 Shape – lines/ irregular 2D, 3D Partitioning Location and transformation Verbal and non-verbal directions Repeating patterns Durations of time Phases of the day Money Days of the week 	<ul style="list-style-type: none"> Mass – hefting, comparing Equalising groups Addition situations Patterns – growing patterns Equivalence Part/ whole relations Sharing into equal parts Collecting and representing data – tally marks Connecting days of the week to familiar events Time – o'clock 	<ul style="list-style-type: none"> Counting forwards and backwards to 100 Counting from different starting points Number names/ quantities/ numerals Subitising to 6 Counting on from a collection (10) Comparing quantities Sequencing to 25 Before/ after Equal sharing Capacity Weight Length Size Location – describing location – under, over etc/ changes in location Shape Time Money
	ASSESSMENT	Assessment: <i>Bag Sort</i> – Sort and classify a collection of objects (number and algebra / patterns and algebra)	Assessment: <i>On my plate</i> – assessing number and place value. <i>Shape sort</i> – assessment of shape knowledge.	Assessment: <i>A week of events</i> – assessing time and events. <i>Yes No</i> – assessing Data and asking yes / no questions.	Assessment: <i>Crazy Cards</i> – connecting number names, numerals and quantities. <i>Measurement mathematical guided inquiry</i> – to reason mathematically to solve an inquiry questions.
	ACHIEVEMENT STANDARD	Achievement standard By the end of Foundation Year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.	Achievement standard By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.	Achievement standard By the end of Foundation Year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.	Achievement standard By the end of Foundation Year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

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STEM – 1.5h/w	KA	Our material world (C2C Unit 2)	Our living world (C2C Unit 1)	Weather watch (C2C Unit 3)	Move it, move it (C2C unit 4)
	CURRICULUM KNOWLEDGE	Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.	Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds. This unit is based around the Technologies unit and using the story The Little Red Hen. <i>Assessment of student learning will be gathered from completing STEM project work.</i>	Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.	Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.
	ACHIEVEMENT STANDARD	By the end of the Foundation year, students describe the properties and behaviour of familiar objects . They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events.	By the end of the Foundation year, students describe the properties and behaviour of familiar objects . They suggest how the environment affects them and other living things . Students share and reflect on observations, and ask and respond to questions about familiar objects and events.	By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things . Students share and reflect on observations, and ask and respond to questions about familiar objects and events .	By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events.
	ASSESSMENT	Assessment: Making a wind ornament <i>Project</i> Students describe the observable properties of materials from which an object is made. They ask and respond to questions and share and reflect on observations.	Assessment: Exploring our living world <i>Collection of work</i> Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions.	Assessment: : Examining the weather <i>Supervised assessment</i> Students suggest how the weather affects themselves and other living things. They share observations about the weather.	Assessment: Investigating movement <i>Collection of work</i> Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.
	KA		Technologies Food and fibre production and food specialisations (C2C U2)	Technologies Computers – Handy helpers (C2C U1)	
	CURRICULUM KNOWLEDGE		In this unit, 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 design solutions for a farm to enable successful food and fibre production and make a food product from garden produce. Students will apply processes and production skills, in: <ul style="list-style-type: none"> investigating how food and fibre are grown to meet human needs generating and developing design ideas for a functional growing environment producing a simple drawing that represents their design evaluating their design and presentation processes, using personal preferences collaborating by working with others and managing by following sequenced steps for the project. 	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: <ul style="list-style-type: none"> recognise and explore how digital and information systems are used for particular purposes in daily life describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts 	
ASSESSMENT		Grow, grow, grow: Portfolio Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.	Assessment: Students identify the purposes of common digital systems, design an algorithm to solve a problem (unplugged activities)		

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HUMANITIES AND SOCIAL SCIENCES 1h/w	KA	UNIT 1: MY FAMILY HISTORY What is my history and how do I know?		UNIT 2: MY SPECIAL PLACES What are places like and what makes them special?		
	CURRICULUM KNOWLEDGE	<ul style="list-style-type: none"> explore the nature and structure of families identify their own personal history, particularly their own family backgrounds and relationships examine diversity within their family and others investigate familiar ways family and friends commemorate past events that are important to them recognise how stories of families and the past can be communicated through sources that represent past events present stories about personal and family events in the past that are commemorated. 		<ul style="list-style-type: none"> draw on studies at the personal scale, including places where they live or other places that are familiar to them understand that a 'place' has features and a boundary that can be represented on maps or globes recognise that what makes a 'place' special depends on how people view the place or use the place observe and represent the location and features of places using pictorial maps and models examine sources to identify ways that people care for special places describe special places and the reasons they are special to people reflect on learning to suggest ways they could contribute to the caring of a special place. 		
	ACHIEVEMENT STANDARD	By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.		By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.		
	ASSESSMENT	Assessment task To explore important events celebrated in their lives, and to identify how people and objects help them to remember. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> identify important events in their own lives, including an event that is commemorated by their family identify how they, their families and friends know about their past recognise how important family events are commemorated sequence familiar events in order respond to questions about their own past relate a story about an important event from their past. 		Assessment task To identify, represent and describe the features of familiar places, and suggest ways to care for these places. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> describe features of familiar places recognise that places can be represented on maps and models observe the familiar features of places and represent these features and their locations on pictorial maps and models reflect on their learning to suggest ways to care for a familiar place share and compare their observations about a familiar place. 		
THE ARTS 1h/w		Unit 1 – Visual Arts – New Stories (C2C v8 U1) <ul style="list-style-type: none"> Create a collage of a special place using artworks from other places, objects and landscapes. Explore the visual language of storytelling through artworks by a range of different artists. Experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues. Describe and interpret narrative elements in artworks. 	Unit 2 –Media Arts – Family Stories (C2C v8 U1) <ul style="list-style-type: none"> Explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings Experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story Present stories in digital form to communicate ideas Describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. 	Unit 3 - Visual Arts - Multicultural Art Work <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. 	Unit 4 - Drama - My Place (C2C v8 U2) In this unit, students make and respond to drama by exploring the school/local community/ imagined places as stimulus for process drama and dramatic play. Students will: <ul style="list-style-type: none"> explore role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space including special words such as those used by Aboriginal Peoples and Torres Strait Islander Peoples use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about place/space to an audience. 	Unit 5 – Dance - Dancing Characters (C2C v8 U1) In this unit, students make and respond to dance by exploring characters in stories and rhymes as stimulus. Students will: <ul style="list-style-type: none"> explore, improvise and organise dance ideas by exploring characters or action in stories or rhymes 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 that explore ideas about characters present dance sequences that communicate ideas about characters to an audience respond to dances about stories and characters, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.
		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.	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.	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.	By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.	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.
		Formative assessment – Teacher observations, work samples, checklists Summative assessment – Displayed art work	Formative assessment - Teacher observations and checklists Summative assessment – Digital portrait	Formative assessment - Teacher observations, work samples, checklists Summative assessment – Displayed art work	Formative assessment - Teacher observations and checklists Summative assessment – Performances (group and ind)	Formative assessment - Teacher observations and checklists Summative assessment – Performances (group and ind)
		Music (Music in our new world) <ul style="list-style-type: none"> Learn to join in singing, participate in partner activities and move to the beat. Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes drawn from texts. sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community. create compositions and perform music to communicate ideas to an audience. respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	Music <ul style="list-style-type: none"> Join in singing and move to the beat. Listen to and explore sound, learning about how music can represent the world. Make music to represent their ideas about the world. 	Music (Let's sing and play together) <ul style="list-style-type: none"> Join in singing and move to the beat, rhythm and melody. Explore rhymes and songs as stimulus for music making and responding. Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes. Sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community. Create compositions and perform music to communicate ideas to an audience. Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	Music <ul style="list-style-type: none"> Create, practise, present, repond and reflect using musical elements learned throughout the year. Recognize and distinguish the beat, rhythm, melody and words, as part of a song. Match movements to music and follow the sequence of dances. 	
	Assessment: Teacher observations and checklists	Assessment: Teacher observations and checklists	Assessment: Teacher observation and checklists	Assessment: Teacher Observations and checklists		

		Term 1	Term 2	Term 3	Term 4
HEALTH AND PHYSICAL EDUCATION 2h/w	PHYSICAL EDUCATION	<p>U1 – Readiness for swimming</p> <p>Students develop fundamental water safety skills of entering the pool, kicking with and without the use of aids, ducking under the water and floating.</p> <p>Students:</p> <ul style="list-style-type: none"> explore safe ways to enter the water from the side. develop good technique for kicking holding onto a bar, using kickboard, mini-board or noodle. develop the skill of floating with face in the water assisted then unassisted. develop the skill of ducking under water to retrieve objects. 	<p>U2 - Let's get moving (C2C U1)</p> <p>Students develop the fundamental movement skills of running, hopping, jumping and galloping 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, hopping and galloping and apply them in simple activities and games. examine how to solve a movement challenge by testing and trialling possible solutions. apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges. participate in partner, small group and whole class games use personal and social skills to include others in games examine the principles of being a good team member investigate and describe their feelings after physical activity. 	<p>U3 – Who wants to play? (C2C U2&3)</p> <p>Students develop the object control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They use personal and social skills to follow rules and cooperate with others.</p> <p>Students:</p> <ul style="list-style-type: none"> explore rules and safe practices for moving safely and using balls in physical activities. explore the personal and social skills needed to cooperate with others in physical activities. develop fundamental movement skills to direct and receive objects test and evaluate possible solutions to movement challenges. 	<p>U4 – Beginning to swim</p> <p>Students develop independent movement and swimming skills in the water.</p> <p>Students</p> <ul style="list-style-type: none"> develop the skill of streamlining (kicking with arms together like a rocket). develop fundamental freestyle swimming skills using arms, kicking and floating. explore movement and floating in the water including floating on front and back. water safety.
		<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p>	<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p>	<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p>	<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p>
		<p>Assessment: Teacher observations and checklists</p>	<p>Assessment: Teacher observations and checklists</p>	<p>Assessment: Teacher observation and checklists</p>	<p>Assessment: Teacher Observations and checklists</p>
	HEALTH	<p>U1 - I can do it!</p> <ul style="list-style-type: none"> Explore information about what makes them unique and their strengths and achievements. Identify different settings where they can play safely and identify and describe the different emotions people experience. Understand that they are an individual with unique qualities. identify different settings where they can be active. Describe actions that help keep them safe. Recognise and name emotions people may experience in different situations. 	<p>U2 – I am growing and changing</p> <ul style="list-style-type: none"> Explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity. Explore how bodies grow and change by identifying the body parts and individual characteristics. Identify and explore how we look after our bodies. Investigate the importance of activity to look after our body. Identify who helps me keep healthy and active. 	<p>U3 – Looking out for others</p> <ul style="list-style-type: none"> Identify and describe different emotions people experience. Explore different ways of communicating emotions including facial, physical and verbal expressions. Understand how emotional responses may differ between people and in different situations. Understand the personal and social skills that can be used to interact with others. Practise working cooperatively and including others in group situations. 	<p>U4 - I am safe</p> <ul style="list-style-type: none"> Identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires. Understand what children should do to keep themselves safe in different situations. Understand the dangers of different places and things in a household. Understand how following rules can keep children safe at home Understand the hazards associated with different water areas and how to stay safe in and around water.
		<p>Assessment: Worksamples and checklists</p>	<p>Assessment: Worksamples and checklists</p>	<p>Assessment: Worksamples and checklists</p>	<p>Assessment: Worksamples and checklists</p>