

## ENGLISH

### **Retelling Cultural Stories**

Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of a cultural story to an audience of peers.

#### Assessment

Students create a retell of “*Big Rain Coming*” and present their spoken retell to the class.

## MATHEMATICS

We continue counting sequences and exploring addition and subtraction strategies. Students work with patterns using language and numbers to describe their use of materials. We order and locate two-digit numbers on number lines.

Students explore measurement, reading ‘half past’ on a clock face, and investigate length and capacity. We also follow directions to locate and describe objects.

#### Assessment

Student portfolio of work, including teacher observations, photos and written assessments to measure individual student needs and personal improvement.

## SCIENCE

### **‘Changes Around Me’**

Students explore observable changes in the sky and landscape. We explore short patterns of events that occur on the Earth and in the sky (weather and seasons).

#### Assessment

We chart the weather over a week in a provided table. Students identify and describe changes to a landscape in another season.

## HASS (Humanities and Social Sciences)

### **‘My changing world’**

In this unit we unpack the question “*What are the features of my local places and how have they changed?*”

Students respond to questions to find out about the features of places, the activities that occur in places and the care of places.

## Health & Physical Education

### **Being Safe, Active and Healthy – with Mr Green**

We will examine health messages about being healthy, active and safe. We investigate how to be safe in the sun, around the water and near and on roads. We also investigate who we can go to for help when we need it. Then we explore how we can use places and spaces in our school to be **more active**, helping us be safe and healthy. Later in the term, students will participate in a number of playground games and activities. Students will reflect on how their bodies feel before, while participating in, and after the game (their body response).

### **The Resilience Project**

[The Resilience Project](#) delivers emotionally engaging programs and provides evidence-based, practical strategies to build resilience.

The curriculum is evidence-based and mapped to the [Australian Curriculum](#), focusing on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy. We participate in weekly lessons with our class teachers.

## THE ARTS – Dance

### **Dances from around the world – with Ms Ito**

When learning about dances from around the world students will:

- become aware of their bodies and learn about the body bases, parts and zones used in dance
- explore space, time, dynamics and relationships as they make and observe dances
- explore locomotor and non-locomotor movements and use these fundamental movement skills in their own dance
- experiment with simple technical and expressive skills
- perform a learned dance

