

ENGLISH**'Exploring plot and characterisation'**

Students explore a variety of stories in picture books to explore how stories use plot and characterization to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.

Assessment

Assessment Task 1 – Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.

Assessment Task 2 – Reading comprehension assessment.

MATHEMATICS

We start the term investigating shape, recognizing features and drawing 2D and 3D shapes. We count to and from 1000 and perform simple addition and subtraction using a range of strategies. We tell time to the quarter hour.

Assessment

Student portfolio of work, including short answer tests, work samples and investigations assessments to measure individual student needs and personal improvement, work samples and checklist observations completed with teachers.

SCIENCE**'Save planet Earth'**

We investigate Earth's resources. We describe how Earth's resources are used and the importance of conserving resources for the future of all living things.

Assessment

Students identify different uses of one of Earth's resources and describe ways to conserve it.

**HASS (Humanities and Social Sciences)**

In this unit students investigate maps of Australia and the world. We will explore the connection of people and places and spaces.

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 Framework: focusing on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy. Students will participate in weekly lessons with our class teachers, and parents can [follow up at home](#).

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

Technologies – Digital

'Computers; handy helpers' with Mrs K

We continue to learn and apply *Digital Technologies* knowledge and skills through guided play and tasks integrated into other subject areas.