

|                   | Students are learning  | Students will demonstrate  |
|-------------------|--|--|
| English           | <b>Living Adventure</b> <ul style="list-style-type: none"> <li>To identify and understand different types of texts</li> <li>To inform others on how and why to care for living things</li> <li>Understand texts and dig for main ideas and meaning</li> </ul>  | <ul style="list-style-type: none"> <li>Students will identify the main ideas and details on what living things need in their environment.</li> <li>Students will complete a labelled diagram (digital/paper), or model or diorama of the living thing and its environment</li> <li>Students will complete an oral presentation on how and why to care for an Australian animal.</li> </ul>   |
| Maths             | <b>Number</b> <ul style="list-style-type: none"> <li>To develop confidence with counting to and from 100 by ones from any starting point</li> <li>To skip count in 2's, 5's and 10's</li> <li>To recognise, model, represent and order numbers to 50</li> <li>To partition numbers using place value</li> </ul> <b>Data</b> <ul style="list-style-type: none"> <li>To use simple questions to gather data</li> <li>To represent data using a tally marks or pictographs</li> <li>To answer simple questions by interpreting data displays</li> </ul> | <ul style="list-style-type: none"> <li>Students will count confidently to and from 100 from any number</li> <li>Students will skip count confidently in 2's, 5's and 10's</li> <li>Students will partition numbers into tens and ones</li> <li>Students will ask questions to gather data</li> <li>Students will represent data in tally charts and pictographs</li> <li>Students will use data displays to answer simple questions</li> </ul> |
| Science           | <b>Living Adventure</b> <ul style="list-style-type: none"> <li>To make links between animal needs and their environment</li> <li>The differences between healthy and unhealthy habitats</li> <li>How science helps people care for environments and living things</li> </ul>   | <ul style="list-style-type: none"> <li>Through diagrams, how habitats meet the needs of living things</li> <li>Students will respond to questions, how a habitat could change</li> <li>Students will build their knowledge of scientific language and ability to make predictions</li> </ul>   |
| HASS              | <b>My Changing World</b> <ul style="list-style-type: none"> <li>About familiar and unfamiliar places</li> <li>About natural, managed and constructed features of local places</li> <li>To investigate and collect data on local places</li> <li>How they can care for local places</li> <li>To use features on maps to give directions</li> </ul>  | <ul style="list-style-type: none"> <li>Students will identify and describe natural, managed and constructed features of familiar and unfamiliar places</li> <li>Students will describe how to look after local places</li> <li>Students will give directions using features on maps</li> </ul>   |
| Design Technology | <b>It's Showtime!</b> <ul style="list-style-type: none"> <li>How to design a puppet</li> <li>To create and follow the planning process</li> <li>To select appropriate materials to create their puppet</li> <li>To evaluate how well they designed and made their puppet</li> </ul>  | <ul style="list-style-type: none"> <li>Students will list steps and follow these steps when making their puppet</li> <li>Students will provide reasons explaining why they created their puppet</li> <li>Students will evaluate their puppet and describe improvements in their own design</li> </ul>  |
| Health            | <b>We All Belong</b> <ul style="list-style-type: none"> <li>How to include others in activities, and practise strategies to help them and others feel that they belong</li> <li>To explore emotional responses that reflect their own and others' feelings</li> <li>How to recognise their strengths and achievements and how they contribute to their identity</li> </ul>   | <ul style="list-style-type: none"> <li>Students will practise emotional responses that account for their own and others' feelings</li> <li>Students will include others to make them feel they belong</li> <li>Students will describe their own strengths and achievements and those of others, and identify how these contribute to personal identities</li> </ul>  |

The Arts

- Visual Arts- Colour and Emotion

- Students create an artwork exploring the use of colour to express emotion