

	Students are learning...	Students will demonstrate...
English	<p><b>Analysing and creating persuasive texts- 'Let's go to the farm!'</b></p> <p>Students write a letter to persuade a known audience of their point of view.</p> <p>Students make connections between texts and own experiences.</p> <p>Students present their persuasive text through an oral presentation.</p>	<p><b>Written:</b> Students use precise language that includes persuasive, evaluative and technical words and sequence paragraphs to build a convincing argument.</p> <p>Students control text structure and language features of a persuasive letter to persuade audience.</p> <p><b>Oral:</b> Students prepare and present a spoken persuasive text in order to convince an audience to do something in particular.</p>
Maths	<p>Partitioning and combining numbers flexibly</p> <p>Using number properties to continue number patterns</p> <p>Interpreting maps and communicating positions</p> <p>Creating and interpreting variations in the results of data collections and data displays</p> <p>Identifying and describing outcomes of chance experiments</p>	<p>Recognise, model, represent and order numbers to at least 10 000</p> <p>Recognise and explain the connection between addition and subtraction</p> <p>Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation</p> <p>Create and interpret simple grid maps to show position and pathways</p> <p>Describe, continue, and create number patterns resulting from performing addition or subtraction</p> <p>Investigate the conditions required for a number to be odd or even and identify odd and even numbers</p> <p>Interpret and compare data displays</p> <p>Conduct chance experiments, identify and describe possible outcomes and recognise variation in results</p>
Science	<p><b>Is it living?</b></p> <p>Students will explore the characteristics of living and non-living things, and distinguish between them.</p> <p>Students will identify the observable features of living things, and their reasoning when grouping them, based on these features.</p> <p>Students will communicate their ideas in various ways.</p>	<p>Students will group living things based on observable features and distinguish them from non-living things.</p> <p>Students justify sorting living things into common animal and plant group, based on observable features.</p> <p>Students also explore grouping familiar things into living, non-living, once living and products of living things.</p> <p>Using inquiry skills, students will communicate their ideas using accurate scientific language.</p>

HASS	<p><b>Our Unique Communities</b> In this unit, students will conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?</p> <p>In order to do this, students will identify aspects of the past and explore how they hold significance in the present.</p> <p>Students will explore how different people participate in community events. They will also identify the importance of commemorations to different groups.</p>	<p>Students will pose questions, locate, and collect information from sources to answer the inquiry question.</p> <p>Students will sequence information about event from their personal lives in chronological order.</p> <p>Students will examine information from different points of view, and will communicate their ideas in written form.</p> <p>Students will write a recount, detailing events from our school's Anzac Day parade.</p>
The Arts	<p><b>Dance</b> Students will learn about the elements and purposes of dance with a focus on storytelling and choreography. They will learn and co-create a routine demonstrating how artists use the elements of dance to portray emotions and tell stories. Students will also respond to their own and others artworks.</p>	<p><b>Students will</b> Explain what dance is, and where and why people dance.</p> <p>Create a small sequence of steps using the elements of dance to portray an emotion and/or story</p> <p>Explain their choice of movements using the elements of dance</p>
Health	<p><b>Good Friends</b> Students recognise strategies for managing change and identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others.</p> <p><b>I am Health and Active</b> Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.</p>	<p><b>Good Friends</b> Recognise strategies for managing change.</p> <p>Identify influences that strengthen identities.</p> <p>Investigate how emotional responses vary.</p> <p>Understand how to interact positively with others.</p> <p><b>I am Health and Active</b> Use decision-making skills to select and demonstrate strategies that help them stay healthy and active.</p> <p>Understand the benefits of being healthy and physically active.</p>

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