

	Students are learning to...	Students will demonstrate...
English	<p>How do we care for Earth's resources?</p> <p>Understand how similar texts share characteristics by identifying text structures and language features to communicate factual information.</p> <p>They identify main ideas and supporting detail.</p> <p>When discussing their ideas and/or experiences, students use everyday language features and topic-specific vocabulary to persuade an audience.</p> <p>Creates texts, drawing on own experiences and/or information learned.</p> <p>Writes words and sentences legibly using unjoined upper- and lower-case letters.</p>	<p>Students will persuade a known audience to care for the Earth's limited natural resources (water, air, and earth) They will draw on their personal experiences as well as their shared learning experiences in the classroom to enhance their understanding of the concepts.</p>
Maths	<ul style="list-style-type: none"> - recognize increasing and decreasing number sequences involving 2s, 3s and 5s - identify the missing elements in a number sequence - count to and from 100 and beyond 100 - perform simple addition and subtraction calculations using a range of strategies - use a calendar to identify the date and the months included in the seasons - draw two-dimensional shapes 	<p>They can describe number sequences resulting from skip counting by 2s, 3s, 5s and 10s</p> <p>They can describe two-dimensional shapes</p> <p>They can describe three-dimensional objects</p> <p>They can count to and from 100</p> <p>locating numbers on a number line</p> <p>They can continue simple patterns involving numbers and objects</p>
Science	<ul style="list-style-type: none"> - Investigate Earth's resources - describe how the Earth's resources are used - describe the importance of conserving resources for the future of living things - communicate scientific ideas in a variety of ways 	<p>They can use their scientific knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources</p> <p>They can use their scientific decision making and reasoning on how they can conserve Earth's resources in their everyday lives through a multi-modal presentation</p>
HASS	<ul style="list-style-type: none"> - Identify how and why the lives of people have changed over time while others have remained the same. - Compare objects from the past and present and interpret information to draw simple conclusions - Sequence familiar objects and events in order <p>Develop narratives about the past to describe the passing of time</p>	<p>They can pose questions about the past and familiar and unfamiliar objects</p> <p>They can locate information from observations and from sources provided</p> <p>They can draw on conclusions based on discussions, observations and information displayed in pictures and texts and on maps</p>

Technology	<p>- With guidance, create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps students demonstrate safe use of tools and equipment when producing designed solutions</p>	<p>Visualising, generating, developing and communicating design ideas through describing, drawing and modelling Using a variety of digital technologies to create a presentation that draws on their skills and knowledge learnt through modelling and experimenting with a variety of computer programs</p>
The Arts	<p>- Use a variety of materials to create and design an image for visual arts</p>	<p>The ability to use a variety of textured materials to create an image with inspiration from a variety of texts</p>
Health	<p>- They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.</p>	<p>The ability to select and apply strategies to keep them healthy and safe</p>