

		SEMESTER ONE			SEMESTER TWO		
ENGLISH	CURRICULUM KNOWLEDGE	<p>Students will</p> <ul style="list-style-type: none"> <li>• use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact</li> <li>• appropriate interactions skills to meet the audience</li> <li>• use speech to communicate feelings</li> <li>• participate in classroom discussions and share their opinions</li> <li>• participate in short presentations with familiar people</li> <li>• build and discuss vocabulary through multiple speaking and listening experiences</li> <li>• participate in phonemic awareness lessons</li> <li>• listen to texts and make connections to their personal life and experiences</li> <li>• listen to and respond orally to texts and to the communication of others in informal and structured classroom situations</li> <li>• respond to questions about short texts</li> <li>• recall taught letters by their name and sound</li> <li>• identify and sort letters, words and numbers</li> <li>• identify their name and write it on paper</li> <li>• begin to form taught lowercase letters on paper</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• present an oral recount of a personal event to a small group or whole group</li> <li>• use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact</li> <li>• understand texts can reflect own experiences</li> <li>• make an inference about a character's feelings</li> <li>• identify their name and write it on paper</li> <li>• respond to questions about short texts</li> <li>• participate in classroom discussions and share their opinions</li> <li>• learning about front and back covers, title and author</li> <li>• learning that Standard Australian English in written texts is read from left to right and from top to bottom of the page</li> <li>• recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences</li> <li>• respond to texts, identifying favourite stories, authors and illustrators</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• recall taught letters by their name and sound</li> <li>• respond to questions about short texts</li> <li>• retell a familiar story by</li> <li>• recalling at least one or more events from a story,</li> <li>• explain a personal connection to characters and events by making links between events in a text and students' own experiences</li> <li>• share their opinions about a character or event from a story</li> <li>• Identify some features of texts including events and characters</li> <li>• provide a simple, correctly sequenced retelling of familiar narrative texts</li> <li>• retell familiar literary texts through performance, use of illustrations and images</li> <li>• experiment with beginning writing behaviours - capital letters, spaces between words and full stops.</li> <li>• begin to form taught lowercase letters on paper</li> <li>• listen to texts and make connections to their personal life and experiences</li> <li>• begin to use letter sound knowledge when writing</li> <li>• learning about print: direction of print and return sweep, spaces between words</li> <li>• begin to understand that word order in sentences is important for meaning (for example 'The boy sat on the dog', 'The dog sat on the boy')</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact</li> <li>• deliver short oral presentations to peers</li> <li>• participate in phonemic awareness lessons</li> <li>• to communicate clearly in a formal setting</li> <li>• learning to ask relevant questions and to express requests and opinions in ways that suit different contexts</li> <li>• to and respond orally to texts and to the communication of others in informal and structured classroom situations.</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• orally blend sounds in words</li> <li>• to identify and use rhyme</li> <li>• to listen for rhyme, letter patterns and sounds in words</li> <li>• to listen and respond to others</li> <li>• beginning writing behaviours</li> <li>• recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents</li> <li>• understand how to use knowledge of letters and sounds including onset and rime to spell words</li> <li>• understand written text have conventions about words, spaces between words, layout on the page and consistent spelling because it has to communicate when the speaker/writer is not present                             <ul style="list-style-type: none"> <li>○ understand that punctuation is a feature of written text different from letters;</li> <li>○ recognise how capital letters are used for names,</li> <li>○ and that capital letters and full stops signal the beginning and end of sentences</li> </ul> </li> <li>• Know how to read and write some high frequency words and other familiar words</li> <li>• listening to hear that children use letters/sounds (when necessary) to help them read CVC words and hear and record appropriate sounds associated with letters when writing CVC words, for example 'kat' for 'cat'</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge</li> <li>• discuss the purpose of texts, for example 'This text will tell a story', 'This text will give information'</li> <li>• use comprehension strategies to understand and discuss texts listened to, viewed or independently</li> <li>• provide a simple, correctly sequenced retell of narrative texts</li> <li>• make an inference about a character's feelings and make links between events in a text and students' own experiences</li> <li>• finding a key word in a text to answer a literal question</li> </ul>
			<b>10 weeks</b>	<b>7 weeks</b>	<b>9 weeks</b>	<b>8 weeks</b>	

	TEXTS	Books chosen by teacher to support understanding of emotions, families, cultures, traditions, and celebrations. Use of both narrative and informative texts.  Suggested books about emotions such as I love it when you smile by Sam McBratney In my heart: A book of feelings by Jo Witek The feelings book by Todd Parr	Books for assessment The Very Cranky Bear Jack and the beanstalk Pig the Grub Tiddalick the frog who caused a flood How the birds got their colours Cunning crow by Gregg Dreise	Information Texts based on Living Things -Animals and Plants Use of both informative and narrative texts.	Familiar shared stories.	Looking for Bowser
	ASSESSMENT	Oral Presentation (To orally retell a personal event or experience to peers and familiar adults in a small group setting	Retelling a familiar story	Living things – writing to inform	Opinions about stories and texts (Writing)	Reading comprehension (C2C)

		SEMESTER ONE	SEMESTER TWO
MATHEMATICS	CURRICULUM Knowledge	<p>Students will</p> <ul style="list-style-type: none"> <li>• make connections between numerals, names and quantities to 10, including zero</li> <li>• identify small collections of objects by their number without counting (subitising)</li> <li>• identify objects that have more or less and order them accordingly</li> <li>• create patterns using colours, shapes or objects. Copy and continue simple patterns from their environment</li> <li>• group a variety of objects according to a common characteristic (e.g. colour or shape)</li> <li>• name and describe familiar two- dimensional shapes and some common three-dimensional objects in their environment ·</li> <li>• compare objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more</li> </ul> <p>use suitable everyday language associated with measurement attributes, such as ‘tall’ and ‘taller’, ‘heavy’ and ‘heavier’, ‘holds more’ and ‘holds less’</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>• count forwards and backwards to 20 moving from any starting point</li> <li>• compare order and make correspondence between collections, initially to 20, and explain reasoning</li> <li>• make connections between numerals, names and quantities up to 10, including zero and beyond</li> <li>• identify small collections of objects by their number without counting (subitising)</li> <li>• represent practical situations to model addition and sharing</li> <li>• Connect days of the week to familiar events and actions</li> <li>• Compare and order duration of events using everyday language of time, sequencing familiar events in time order</li> <li>• Describe position and movement (forward, backward, next to, behind)</li> <li>• ask yes/no questions to collect information and make simple inferences</li> </ul>
	ASSESSMENT	Number Task 1 Sorting Task Measurement Task	Number Task 2 Position and location Task Time Calendar Task Duration Task Data Collection Task

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM Knowledge		
	ASSESSMENT		

		SEMESTER ONE	SEMESTER TWO
		SCIENCE	CURRICULUM Knowledge
ASSESSMENT	<p>Chemical sciences: My Material World Investigating properties of materials and their observable properties</p>		<p>Physical Science: Move it – Move it To describe the properties and behaviour of familiar objects. To share and reflect on observations about familiar objects.</p>
		<p>Students Will</p> <ul style="list-style-type: none"> <li>identify that living things have basic needs including food and water</li> <li>compare the needs of plants and animals</li> <li>reflect on their findings about living things</li> <li>Pose and respond to questions about living things</li> <li>Participate in guided investigations and make observations using their senses</li> <li>Share observations and ideas with their peers</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>share and reflect on observations about weather and the affects on their daily activities</li> <li>pose questions about the weather and the affects on their daily activities</li> <li>communicate and describe the weather through observations</li> <li>share how the weather might affect their clothing choices or activities that can be done</li> </ul>
		<p>Biological Sciences: Living Things  Students will collect evidence of their observations of living things and communicate their findings.</p>	<p>Earth and Space Science: Weather watch: Examining the weather  To suggest how the weather affects themselves. To share observations about the weather.</p>

		SEMESTER ONE	SEMESTER TWO
		HASS	<p>Students will</p> <ul style="list-style-type: none"> <li>• Understand who the people in there are, where they were born and raised and how they are related to each other</li> <li>• Understand how they, their family and friends commemorate events that are important to them</li> <li>• Understand how the stories of families and the past can be communicated for example through photographs , artefacts and museums</li> <li>• present stories, information and discoveries in oral, graphic and written forms using simple terms to describe the passing of time</li> <li>• talk about important events they celebrate (birthdays, milestones)</li> <li>• communicate by asking and responding to questions about their own past</li> <li>• sequence familiar events in order</li> <li>• research about their past and family members (when they were younger) through stories, pictures, and artefacts</li> <li>• compare objects from the past with those from the present and consider sorting pictures of people using criteria such as old/new, younger/older, same/different</li> </ul>
ASSESSMENT	<p>Inquiry: What is my history and how do I know? To explore important events in their lives and identify how people and objects help them to remember.</p>	<p>Inquiry: What are places like? What makes a place special? and How can we look after the places we live in? To identify, represent and describe the features of familiar places. To investigate why a chosen place is special, reflect on why it is important to other people and suggest ways that it can be cared for.</p>	

		SEMESTER ONE	SEMESTER TWO
		THE ARTS	Media Arts
CURRICULUM KNOWLEDGE			
ASSESSMENT			

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	<b>Unit 1: I can do it</b> In this unit students will explore information about what makes them unique, identifying their strengths and achievements. Students will identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.	<b>Unit 2: I am growing and changing</b> In this unit students explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity.	<b>Unit 3: Looking out for others</b> In this unit, students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings.	<b>Unit 4: I am safe</b> In this unit, students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.
	ASSESSMENT	Students identify different settings where they can play safely and identify and describe the different emotions people experience.	Students recognise how students are growing and changing, and identify actions that help them stay healthy and physically active.	Students identify and describe the different emotions people experience.	Students identify actions that help keep them safe with medicines and poisons and in situations involving water and fire. Students demonstrate practices and protective behaviours to keep themselves safe and healthy in different situations.
		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<b>Unit 1: Let's get moving</b> Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges. Students: <ul style="list-style-type: none"> <li>explore and apply safety rules during physical activities.</li> <li>explore concepts of movement.</li> <li>develop the fundamental movement skills of running, jumping, hopping and galloping.</li> </ul> test and trial ideas to solve movement challenges.	<b>Unit 2: Catch that bean</b> Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes. Students: <ul style="list-style-type: none"> <li>develop the two-handed catch, underarm throw and dynamic balance techniques.</li> <li>identify and develop the attributes of a good partner.</li> </ul> test and trial solutions to solve movement challenges.	<b>Unit 3: Who wants to play?</b> Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games. Students: <ul style="list-style-type: none"> <li>develop personal and social skills to include others in active games.</li> </ul> understand different ways of feeling after participating in active games.	<b>Unit 4: Animal grove</b> Students explore the elements of movement (speed, level and shape) and perform movement in response to music. They also describe how their body responds to movement. Students: <ul style="list-style-type: none"> <li>develop fundamental movement skills (galloping, leaping, rolling and balancing).</li> <li>explore shape, direction, level and time when performing fundamental movement skills.</li> </ul> combine fundamental movement skills and apply the elements of movement to perform movement sequences.
	ASSESSMENT	Assessment will gather evidence of the students ability to: <ul style="list-style-type: none"> <li>demonstrate how to move and play safely perform fundamental movement skills and solve movement challenges.</li> </ul>	The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>use personal and social skills when working with others in a range of activities</li> <li>perform fundamental movement skills and solve movement challenges.</li> </ul>	Assessment may gather evidence of the students ability to: <ul style="list-style-type: none"> <li>describe how their body responds to movement</li> <li>use personal and social skills when working with others in a range of activities.</li> </ul>	Assessment may gather evidence of the students ability to: <ul style="list-style-type: none"> <li>perform fundamental movement skills and solve movement challenges.</li> </ul>