

		SEMESTER ONE			SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	<b>Unit 1: Informative Focus:</b> <ul style="list-style-type: none"> <li>Explore a range of texts about Australian animals</li> <li>Identify important information from an information text</li> <li>Make a short presentation using some introduced text structures and language</li> </ul>	<b>Unit 2: Informative Response and Reading Comprehension</b> <ul style="list-style-type: none"> <li>Listen to, read, and view a range of written texts</li> <li>Identify some features of characters in texts</li> <li>Create a description about the main character</li> <li>Identify how a character has changed/developed</li> <li>Use literal and inferred meaning to answer questions</li> </ul>	<b>Unit 3: Entertaining Focus: Retell</b> <ul style="list-style-type: none"> <li>Listen to, read, view a range of cultural texts</li> <li>Identify the beginning, middle and end of stories</li> <li>Retell a story in their own words</li> <li>Create story maps</li> </ul>	<b>Unit 4: Poetry</b> <ul style="list-style-type: none"> <li>Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting.</li> </ul>	<b>Unit 5: Persuasive Focus: Book review</b> <ul style="list-style-type: none"> <li>Listen to, read, view and interpret written texts</li> <li>Use literal and inferred meaning to answer questions</li> </ul>
		9 weeks	6 weeks	9 weeks	4 weeks	6 weeks?
	TEXTS	<ul style="list-style-type: none"> <li>Animal information texts</li> </ul>	<ul style="list-style-type: none"> <li>Crunch the crocodile</li> <li>Goldilocks and the Three Bears</li> <li>Pig the Pug</li> <li>Willy the Wimp</li> <li>Rainbow Fish</li> <li>Giraffes Can't Dance</li> <li>Pam and Lily</li> </ul>	<ul style="list-style-type: none"> <li>The Rainbow Serpent</li> <li>The Four Dragons</li> <li>How the Turtle got its Shell</li> <li>Tiddalick</li> <li>The Proudest Blue</li> <li>The Two Hearted Numbat</li> <li>Mad Magpie</li> <li>Ganesha's Sweet Tooth</li> <li>The Two Wallabies</li> </ul>	<ul style="list-style-type: none"> <li>Poetic texts</li> </ul>	<ul style="list-style-type: none"> <li>Molly's First Day</li> </ul>
ASSESSMENT	<b>Summative Assessment 1: Informative Texts</b>  <i>Spoken - Informative Extended Response</i>  Students will investigate different animals and their habitats. They will share an oral presentation on a chosen animal.	<b>Summative Assessment 1: Create and Present a Character</b> <i>Written - Entertaining Extended Response</i>  Students create a character description using writing and images.  <b>Summative Assessment 2: Reading Comprehension</b> <i>Written - Informative Test</i>  Students will demonstrate reading accuracy, fluency and comprehension of character development.	<b>Summative Assessment: Responding to Imaginative Texts</b> <i>Written - Informative Extended Response</i>  Students will create a story map to retell a chosen cultural story.	<b>Summative Assessment 1: Comprehending Poetry</b> <i>Written - informative Extended Response</i>  Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning.  <b>Summative Assessment 2: Poem Recitation</b> <i>Spoken - Entertaining Extended response</i>  Students perform a recitation or reading of a poem for a familiar audience.	<b>Summative Assessment 1: Creating a Book Review</b> <i>Written - persuasive Extended Response</i>  Students will create a persuasive book review.  <b>Summative Assessment 2: Reading and Comprehension</b> <i>Written – Informative Test</i>  Students demonstrate reading, accuracy, fluency and understanding of the different purposes of texts.	

		SEMESTER ONE		SEMESTER TWO	
		UNIT 1	UNIT 2	UNIT 3	UNIT 4
MATHEMATICS	CURRICULUM KNOWLEDGE	<p>Number – represent teen numbers using place value and partitioning, exploring number lines, tally marks, word and number representation; skip counting by 5's</p> <p>Data – ask questions, collect data using tally marks and create picture graphs; answer literal and inferred questions about the data being collected</p> <p>Chance – identify the chance of familiar events using the language of 'will happen', 'might happen' and 'won't happen'</p>	<p>Number – representing numbers using place value and partitioning up to 100</p> <p>Measurement – measure the length of objects using informal units, compare the length of objects from shortest to longest, measure the capacity of units informally, compare the capacity of units using language or 'more' and 'less'</p> <p>Addition and Subtraction – solve addition and subtraction problems, experiment with using a variety of strategies including counting on, part part whole, number lines and pictures.</p> <p>Location and Direction – follow directions, give directions using positional language</p>	<p>Fractions – showing half of shapes and collections, solve simple fraction problems</p> <p>Shape – identify 2D shapes and 3D objects, describe the attributes of 3D objects using the language of edges, corners and faces</p> <p>Number/Patterns – continue and create repeated and growing patterns with objects and numbers, identify rules within the pattern (growing by 2, abc abc etc.); skip counting in 5's and 10's</p>	<p>Number – representing numbers to and beyond 100; skip counting in 2's, 5's and 10's to 100</p> <p>Time – identifying and representing time to the half hour on both digital and analogue clocks; exploring time durations and months</p> <p>Money – identify and order the value of Australian coins, count collections of coins, read and write money amounts, explore real world examples</p>
	ASSESSMENT	<p><b>Summative Assessment 1:</b> Students will recognise, model, write, and order numbers; locate numbers on a number line; and partition using place value.</p> <p><b>Summative Assessment 2:</b> Students will ask suitable questions and use simple strategies to collect and interpret data.</p> <p><b>Summative Assessment 3:</b> Students will classify the outcomes of familiar events</p>	<p><b>Summative Assessment 1:</b> Students will recognise, model and write numbers; partition numbers using place value.</p> <p><b>Summative Assessment 2:</b> Students will measure and compare the length of objects using informal units; measure and compare the capacity of units using informal units.</p> <p><b>Summative Assessment 3:</b> Students will solve addition and subtraction problems using a range of strategies.</p> <p><b>Summative Assessment 4:</b> Students will use the language of direction to give and follow directions using the map of the school in a familiar setting.</p>	<p><b>Summative Assessment 1:</b> Students will represent half of shapes and collections; explain how collections show half.</p> <p><b>Summative Assessment 2:</b> Students will recognise familiar and unfamiliar 2D shapes; recognise familiar 3D objects and describe 3D objects.</p> <p><b>Summative Assessment 3:</b> Students will create repeated familiar patterns; continue growing number patterns and explain the pattern rule that is being used.</p>	<p><b>Summative Assessment 1:</b> Students will recognise, model and write numbers; partition numbers using place value.</p> <p><b>Summative Assessment 2:</b> Students will recognise and represent digital and analogue time; represent durations of time.</p> <p><b>Summative Assessment 3:</b> Students will represent an Australian coin in a variety of ways; skip count to find a total; use money in a real-life example</p>

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOWLEDGE		<p><b>Design Technology: Materials and technologies specialisations</b></p> <p>In this unit, students explore the characteristics and properties of materials and components that are used to produce designed solutions.</p> <p>Students apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>investigating materials, technologies for shaping and joining, and how designs meet people's needs</li> <li>generating and refining design ideas</li> <li>producing a puppet that meets the design brief</li> <li>evaluating their design and production processes</li> <li>collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.</li> </ul>
	ASSESSMENT		<p><b>Summative Assessment: Design Portfolio</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe the purpose of familiar products and how they meet the needs of users</li> <li>identify features and uses for materials</li> <li>describe given needs or opportunities</li> <li>create ideas and designed solutions</li> <li>communicate design ideas for designed products using simple drawings</li> <li>demonstrate safe use of tools and equipment when producing designed solution</li> <li>follow sequenced steps and evaluate designed solutions based on personal preference.</li> </ul>

		SEMESTER ONE		SEMESTER TWO	
		UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>SCIENCE</b>	<b>CURRICULUM KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Listen to a range of information texts about Australian animals</li> <li>Use Digger the Dog to find factual information about animals (appearance, habitat and diet)</li> <li>Explore habitats of animals and how to care for these habitats</li> <li>Describe healthy and unhealthy features in a range of habitats</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of the day and night sky</li> <li>Explore activities that differ from day to night time – comparisons</li> <li>Identify features and changes of the weather</li> <li>Identify features and changes of seasons</li> <li>Make predictions</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of materials and their properties</li> <li>Investigate how to join or change materials</li> <li>Make predictions</li> </ul>	<ul style="list-style-type: none"> <li>Explore light sources</li> <li>Investigate and identify translucent, transparent and opaque objects</li> <li>Explore sources of sound</li> <li>Investigate and identify how sound can be changed</li> </ul>
	<b>ASSESSMENT</b>	Students describe changes in their local environment and how different places meet the needs of living things. They make predictions and share their observations with others.	Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment. Students respond to questions and sort and share observations.	Students describe the effects of physically changing a material to fit its purpose. They make predictions and participate in guided investigations. Students record and share observations.	Students will investigate light and what effects objects have on a light source. They will predict and reflect on their thinking. Students will make a musical instrument and order them from loudest to softest. They will respond to questions.

		SEMESTER ONE		SEMESTER TWO	
		UNIT 1 – Geography	UNIT 2 – History	UNIT 2 – History	UNIT 2 – History
<b>HASS</b>	<b>CURRICULUM KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Explore features of natural, managed and constructed environments within the school</li> <li>Identify how different people use environments within the school</li> <li>Identify how environments can be cared for within the school</li> </ul>	<ul style="list-style-type: none"> <li>Explore events from the past, present and future</li> <li>Identify important milestones and events from their past and explore milestones and events within the future</li> <li>Timelines</li> <li>Explore daily life from the past to the present (toys, school, transport, communication)</li> <li>Ask questions to gather information from the past</li> <li>Venn Diagrams</li> </ul>		
	<b>ASSESSMENT</b>	Students will examine the local environment, identifying natural, managed and constructed features. They will select an area of their local environment to care for and communicate ways that people can look after it.	Students will identify, describe and sequence personal and family events. They will describe continuities and changes in aspects of daily life over time.		

		SEMESTER ONE		SEMESTER TWO	
		Dance	Visual Art	Drama	Media Arts
THE ARTS	CURRICULUM KNOWLEDGE	Using the elements of dance to create a character	Colour	Performance Poetry	Family Portraits
	ASSESSMENT	Responding Task	Responding Task	Responding Task	Responding Task

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	<p><b>A little independence</b></p> <p>students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.</p>	<p><b>Good Choices, healthy me</b></p> <p>Students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations.</p>	<p><b>We all belong</b></p> <p>Students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.</p>	<p><b>My safety, my responsibility</b></p> <p>Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p>
	ASSESSMENT	<p>Students describe changes that occur as they grow older and recognise how strengths and achievements contribute to identities.</p>	<p>Students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.</p>	<p>Students recognise how strengths and achievements contribute to identity and identify how emotional responses impact on others' feelings.</p>	<p>Students describe changes that occur as they grow older. Students select and apply strategies to keep themselves safe and able to ask for help with tasks or problems.</p>
		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p>Students develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges. Students:</p> <ul style="list-style-type: none"> <li>explore rules and fair play practices.</li> <li>perform fundamental movement skills to send, control and receive balls.</li> <li>test and evaluate possible solutions to movement challenges.</li> </ul>	<p>Students develop locomotor and object control skills. Students experiment with using different equipment and parts of their body. They propose a range of alternatives and test their effectiveness when solving movement challenges. Students:</p> <ul style="list-style-type: none"> <li>develop the fundamental skills of two-handed catching, two-handed throwing, basketball dribbling and soccer ball dribbling.</li> <li>understand different ways the body reacts to physical activity.</li> <li>test, trial and evaluate possible solutions in two-handed throwing, two-handed catching, soccer ball dribbling and basketball dribbling movement challenges.</li> </ul>	<p>Students participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others. Students:</p> <ul style="list-style-type: none"> <li>develop the fundamental movement skill of dodging</li> <li>develop skills and strategies to tag/evade others in tagging games</li> <li>test alternatives and solve movement challenges.</li> <li>develop skills to play fairly and work together during tagging games</li> </ul>	<p>Students explore movement in response to music. Students perform sequences of movements to music incorporating elements of movement. Students:</p> <ul style="list-style-type: none"> <li>develop and practise fundamental movement skills.</li> <li>interact with equipment and explore the elements of movement while performing fundamental movement skills.</li> <li>create and develop movement sequences that incorporate elements of movement.</li> </ul>
	ASSESSMENT	<p>Practical</p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work and judgments relating to the quality of performance are made iteratively and recorded on observation records. Assessment may gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>perform fundamental movement skills to send, control and receive balls.</li> <li>test alternatives to solve movement challenges.</li> </ul>	<p>Practical</p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>identify how the body reacts to different physical activities</li> <li>demonstrate fundamental movement skills in different movement situations</li> <li>test alternatives to solve movement challenges.</li> </ul>	<p>Practical</p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>demonstrate positive ways to interact with others</li> <li>demonstrate fundamental movement skills in different movement situations</li> <li>test alternatives to solve movement challenges.</li> </ul>	<p>Practical</p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>perform movement sequences that incorporate the elements of movement.</li> </ul>