

	Students are learning to...	Students will demonstrate...
English	<ul style="list-style-type: none"> <li>- Understand how language features are used to link and sequence ideas</li> <li>- Understand how to write grammatically correct sentences</li> <li>- Choose vocabulary and punctuation appropriate to the purpose of their writing</li> <li>- Write an informative text with elements of persuasion</li> </ul>	<ul style="list-style-type: none"> <li>- An understanding of how language features, images and vocabulary choices are used for different effects</li> <li>- Creating texts that include information and persuasion</li> <li>- Their ability to use noun groups, varied sentence structures and text specific vocabulary</li> </ul>
Maths	<ul style="list-style-type: none"> <li>- Model and represent fractions in different ways</li> <li>- Count to and from 10 000</li> <li>- Tell time to the nearest minute</li> <li>- Continue number patterns involving addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>- Recognising, modelling, representing and ordering numbers to at least 10 000</li> <li>- Partitioning, rearranging, and regrouping numbers to at least 10 000</li> <li>- Modelling and representing fractions including, but not limited to, <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math> / <math>\frac{1}{5}</math> and their multiples to complete a whole</li> <li>- Describing, continuing and creating number patterns</li> <li>- Telling time to the nearest minute through investigations, they will also investigate the relationship between units of time</li> </ul>
Science	<p>Title: Living and Non-living</p> <ul style="list-style-type: none"> <li>- Group living things based on observable features and distinguish them from non-living things</li> <li>- identify questions and make predictions about scientific investigations</li> <li>- follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data</li> </ul>	<ul style="list-style-type: none"> <li>- their ability to group living things according to their observable features and distinguish them from non-living things</li> <li>- their understanding that making predictions and describing patterns and relationships involves science</li> <li>- how to identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge</li> <li>- how to represent and communicate observations, ideas and findings using formal and informal representations</li> </ul>
HASS	<ul style="list-style-type: none"> <li>- describe the diverse characteristics of different places at the local scale and identify</li> <li>- and describe similarities and differences between the characteristics of these places</li> <li>- They examine information to identify a point of view and interpret data to identify</li> <li>- describe simple distributions</li> <li>- draw simple conclusions and share their views on an issue</li> <li>- record and represent data in different formats, including labelled maps using basic cartographic conventions</li> </ul>	<p>How to:</p> <ul style="list-style-type: none"> <li>- Collect, record and represent data</li> <li>- Describe the data and place</li> <li>- Identify the connection of people and places</li> <li>- Create labelled maps of local area using basic cartographic conventions</li> <li>- Interpret data</li> <li>- Communicate point of view</li> <li>- Propose an action</li> </ul>