Grand Avenue Grow ~ Achieve ~ Succeed

	Students are learning…	Students will demonstrate…
English	Create an entertaining text based on preference from a range of text styles.	• Understanding of how similar texts share characteristics by identifying text structures and language features. • Identifying literal and implied meaning. • Making connections between texts by comparing content. • Explaining their preferences for aspects of texts using other texts as comparisons. • Creating texts, drawing on their own experiences, their imagination and information they have learnt. • Accurately spell words with regular spelling patterns and spell words with less common long vowel patterns.
Maths	Number and Algebra • Recognise, model, represent and order numbers to 1000 • Solve two-digit addition and subtraction problems • Group, partition and rearrange collections up to 1000 • Count and order small collections of Australian coins and notes according to their value Statistics and Probability • identify practical activities and everyday events that involve chance • collect, check and classify data	• Representing, recognising, modelling and ordering numbers using a variety of materials. • Justifying their answer using efficient mental and written strategies such as 10's frames, part-part-whole model, jump strategy, split strategy. • Using a variety of mathematical tools to solve addition and subtraction word problems. • Counting and ordering small collections of Australian coins and notes. • Using language of probability such as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'. • How to ask and answer questions by interpreting data.
Science	How Earth's resources are used and the importance of conserving resources for the future of all living things.	• Considering how Aboriginal and Torres Strait Islander Peoples live in regions with scarce resources or in sensitive environments. • Identifying the Earth's resources including water, soil and minerals and describe how they are used. • Describing how a resource such as water is transferred from its source to its point of use. • Considering what might happen to humans if there were a change in a familiar available resource, such as water. • Identifying actions at school such as turning off dripping taps, that can conserve resources.
HASS	To explore the location and significant features of places and consider how people are connected to these and why they should be preserved.	• Describing a site of significance in the local community and explain why places are important to people. • Recognising the world is divided into geographic divisions and that places can be described at different scales. • Describing how people in different places are connected to each other and identify factors that influence these connections.

		• Recognising that places have different meaning for people and why the significant features of places should be preserved. • Sorting and recording data in tables, plans and on labelled maps. • Interpreting information and data to identify a point of view and draw simple conclusions. • Suggesting ways to care for places and sites of significance. • Communicating findings in a range of texts using language to describe direction and location.
Health	How am I connected to my place and why is it significant	Students will explore the relationship between their strengths and achievements; families, communities and cultural groups; and how these are celebrated and help to shape their identity.
The Arts	Media Arts Photostories in Keynote (English)	