

	Students are learning...	Students will demonstrate...
English	<ul style="list-style-type: none"> <li>• Oral language skills through reading and speaking about a variety of topics</li> <li>• To communicate clearly in small group and whole class settings</li> <li>• To recognise their name and write it on paper</li> <li>• To hear words that rhyme</li> <li>• To identify connections between texts and their personal experiences</li> <li>• To recall one or more main events from familiar stories</li> <li>• To identify letters by their name and sound</li> <li>• To identify some sight words</li> <li>• To identify the difference between letters, words and numbers</li> <li>• To form lowercase letters on paper</li> </ul>	<p>Students will demonstrate that they can:</p> <ul style="list-style-type: none"> <li>• participate in classroom discussions and share their opinions</li> <li>• participate in short presentations with familiar people</li> <li>• identify their name and write it on paper</li> <li>• participate in phonemic awareness lessons</li> <li>• listen to texts and make connections to their personal life and experiences</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>• begin to form taught lowercase letters on paper</li> </ul>
Maths <b>(Semester focus Term 1 and 2)</b>	<ul style="list-style-type: none"> <li>• To connect number names, numerals and quantities, including zero, up to 10</li> <li>• To identify small collections without counting (subitising)</li> <li>• To copy, continue and create patterns with objects and drawings</li> <li>• To sort and classify familiar objects and explain the basis for these classifications.</li> <li>• To sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment</li> <li>• To use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning using in everyday language</li> </ul>	<p>Students will demonstrate that they can:</p> <ul style="list-style-type: none"> <li>• make connections between numerals, names and quantities to 10</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</li> <li>• 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> <li>• use suitable everyday language associated with measurement attributes, such as 'tall' and 'taller', 'heavy' and 'heavier', 'holds more' and 'holds less'</li> </ul>
Science	<p><b>Title: <u>My Material World</u></b></p> <ul style="list-style-type: none"> <li>• To identify objects are made of materials</li> <li>• To identify materials, have observable properties</li> </ul>	<p>Students will demonstrate that they can:</p> <ul style="list-style-type: none"> <li>• sort and group materials on the basis of observable properties such as colour, texture and flexibility</li> <li>• think about how the materials used in buildings and shelters are suited to the local environment</li> <li>• investigate different forms of clothing used for different activities</li> <li>• compare the traditional materials used for clothing from around the world</li> </ul>
HASS <b>(Semester focus Term 1 and 2)</b>	<p><b>Title: <u>My History</u></b> <b>Inquiry Question: Who am I, Where do I live and who came before me?</b></p> <ul style="list-style-type: none"> <li>• To identify who the people in their family are, where they were born and raised and how they are related to each other</li> <li>• To identify important events in their own lives</li> </ul>	<p>Students will demonstrate that they can:</p> <ul style="list-style-type: none"> <li>• present stories, information and discoveries in oral, graphic and written forms using simple terms to denote 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> </ul>

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|  | <ul style="list-style-type: none"><li>• To identify how they, their families and friends know about their past and commemorate events that are important to them</li><li>• To understand how they, their family and friends commemorate past events that are important to them</li><li>• To sequence familiar events in order</li><li>• To answer questions about their own past</li></ul> | <ul style="list-style-type: none"><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 how places have changed over time</li><li>• sorting pictures of people using criteria such as old/new, younger/older, same/different</li><li>• identify who the people in their family are, where they were born and raised and how they are related to each other</li><li>• find out where they were born and raised and placing their photographs, drawings and names on a classroom world map</li></ul> |
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