

	Students are learning...	Students will demonstrate...
English	<p><b>Title:</b> What a Character!</p> <ul style="list-style-type: none"> <li>Students are learning to identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict the meaning of accompanying words.</li> <li>Students understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose.</li> <li>Students discuss the characters of different texts and explore how language is used to present these feelings/emotions.</li> <li>Students will create short imaginative texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose</li> </ul>	<p>A comparison of a character from the two Cinderella stories. Using examples from the text, what is similar and different about these characters? Which character do you like and why?</p> <ul style="list-style-type: none"> <li>Discuss their ideas and experiences using everyday language features and topic specific vocabulary</li> <li>Ability to make connections between similar texts by comparing content</li> <li>Create texts that show how images can enhance the message of a text</li> <li>Legible handwriting using unjoined upper- and lower-case letters</li> </ul>
Maths	<p>Students will:</p> <ul style="list-style-type: none"> <li>Recognise, model, represent and order numbers to at least <b>100</b> (counting forwards/backwards, to/from).</li> <li>Investigate number sequences, initially those increasing and decreasing by <b>twos, threes, fives and tens</b>.</li> <li>Group, <b>partition (standard)</b> and rearrange collections up to <b>100</b> in hundreds, tens and ones to facilitate more efficient counting.</li> <li>Explore the connection between addition and subtraction - fact families.</li> <li>Solve <b>simple addition</b> and <b>subtraction</b> (number and literacy based) problems using a range of efficient mental and written strategies:</li> <li>Solve <b>simple addition</b> problems with missing addends (parts).</li> <li>Name and order months and seasons.</li> <li>Use a calendar to identify the date and determine the number of days in each month.</li> <li>Compare and order several shapes and objects based on length, area, capacity, mass using appropriate uniform informal units.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and describe number patterns</li> <li>Perform simple calculations by applying a range of strategies, both mental and written</li> <li>Use a calendar to identify dates and the months included in seasons</li> <li>Apply the rules of measurement using informal units</li> <li>Select appropriate measurement techniques</li> </ul>
Science	<p><b>Title:</b> Floats on Water</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>Different materials can be combined for a particular purpose</li> <li>A push or a pull affects how an object moves or changes shape</li> <li>Science involves observing, asking questions about, and describing changes in, objects and events</li> <li>Pose and respond to questions, and make predictions about familiar objects and events</li> </ul>	<ul style="list-style-type: none"> <li>They can investigate how some materials can be combined to create a new object.</li> <li>They can pose questions and make predictions around combining materials</li> <li>They can use/design an object by applying a range of knowledge about materials</li> <li>Evaluate the effectiveness of their design and propose improvements</li> <li>Communicate with peers using an expanding range of skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Participate in guided investigations to explore and answer questions</li> <li>• Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions</li> <li>• Represent and communicate observations and ideas in a variety of ways</li> </ul>	
HASS	<p><b>Title:</b> Past and present changes      <b>Inquiry Question:</b> How does change impact our lives?</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Pose questions about past and present objects, people, places and events</li> <li>• Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location</li> </ul>	<ul style="list-style-type: none"> <li>• They can pose questions about the past and familiar and unfamiliar objects</li> <li>• They can locate information from observations and from sources provided</li> <li>• They can draw on conclusions based on discussions, observations and information</li> </ul>
Technology	<p><b>Title:</b></p> <p>Students will use the focus of changing technology to explore digital systems and their use. Students will research changes in technology and compare past and present technology.</p>	
Health	<p><b>Title:</b> Feelings/emotions</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify and practise emotional responses that account for own and others' feelings</li> <li>• recognising own emotions and demonstrating positive ways to react in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• predict how a person or character might be feeling based on the words they use, their facial expressions and body language</li> <li>• understand how a person's reaction to a situation can affect others' feeling</li> </ul>