

	Students are learning to...	Students will demonstrate...
English	<p>Inquiry Question: Why should I be a responsible community member?</p> <ul style="list-style-type: none"> - Write a persuasive text. They will persuade their audience on why someone would be a good role model in the community - Students will: - Use text specific vocabulary - Identify language features related to persuasive writing - Contribute to class discussions 	<p>Students examine ways persuasive language features are used to influence an audience.</p> <ul style="list-style-type: none"> - How content can be organised using different text structures depending on the purpose of the text. - Understand how language features, images and vocabulary are used for different effects - An understanding of grammar and punctuation appropriate to the purpose and context of the writing. - An ability to contribute actively to class and group discussions by asking questions, providing feedback and making presentations.
Maths	<ul style="list-style-type: none"> - Recognise, model, represent and order numbers to at least 10 000 - Recognise and explain the connection between addition and subtraction - Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation - Create and interpret simple grid maps to show position and pathways - Describe, continue, and create number patterns resulting from performing addition or subtraction - Investigate the conditions required for a number to be odd or even and identify odd and even numbers - Interpret and compare data displays - Conduct chance experiments 	<ul style="list-style-type: none"> - Their thinking process using a variety of strategies to solve problems - How numbers can be manipulated in different ways - An understanding of data and representation of data - An understanding of the importance of chance and describe possible outcomes and recognise variation in results
Science	<p>Title: Is it Living?</p> <p>Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.</p> <p>Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p>	<ul style="list-style-type: none"> - Students group living things based on observable features and distinguish them from non-living things.
HASS	<p>Inquiry Question: Why should I be a responsible community member?</p> <p>How can I participate in my community?</p> <p>Why do we have rules?</p> <p>How do we make decision democratically?</p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about democracy, laws and citizens and citizenship, diversity and identity. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity).</p>	<ul style="list-style-type: none"> - Locate and collect information from observations. - Record and represent data in different formats. - Draw simple conclusions and share a view on an issue. - Suggest individual action in response to an issue or challenge. - Communicate their ideas, findings and conclusions using simple discipline-specific terms.