





<p>English <i>Australian Reptiles and Wildlife</i></p> <p>Assessment:</p> <ul style="list-style-type: none"> • Week 1 - Reading screener & spelling screener • Week 8 – 10 – Information text & comparing texts 	<p>This term students will engage in explicit instruction of core literacy skills: accurately decoding words, oral reading fluency, word-level spelling, handwriting, oral communication, sentence-level writing and composition of paragraphs. Students will explore how the purpose of a text informs its organisation. They analyse what makes a sophisticated sentence and write their own expanded sentences. Students investigate the types of words, sentences and punctuation authors use to create an information text and they begin to write one of their own using a single paragraph outline.</p>		
<p>Mathematics <i>Number, Place Value and Measurement, Data and Chance</i></p> <p>Assessment:</p> <ul style="list-style-type: none"> • Week 1-3 – Pre-assessment • Week 8 - 10 – Numbers and Patterns 	<p> Students will develop understanding and fluency of number sense, counting and the link between addition & subtraction to lay a foundation for the rest of the year. They will study units of measurement (days, weeks, months and time), statistics and probability (collecting and displaying data) and chance (likelihood of events). Our students will apply their understandings to a range of authentic problem-solving situations by choosing and justifying which mental computation strategy is most appropriate for the circumstance.</p>		
<p>Science <i>Good to Grow</i></p> <p>Assessment:</p> <ul style="list-style-type: none"> • Week 8 – 10 - Comparing Life Cycles 	<p>In this unit students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p>		
<p>HASS <i>Exploring the History of the Gold Coast</i></p>	<p> Students investigate the history of the Gold Coast, and in particular the Varsity area and Varsity College. They use a variety of resources to generate and investigate historical questions (books, audio-visual material, digital sources, photographs and foundation staff members).</p>		
<p>Wellbeing <i>Brain Detective</i></p>	<p>This unit is designed to introduce students to the concept of wellbeing. Students will explore wellbeing through the lens of the Visible Wellbeing Framework developed by Professor Lea Waters (Strengths, Attention and Awareness, Coping and Comprehension, Habits and Goals, Relationships, Emotional Management). This unit will focus on the wellbeing pathway of Attention and Awareness and Emotional Management. In particular, students will learn about the three parts of their brains that help them think and respond in challenging times. Students will learn practical strategies, including listening and breathing exercises, to prime their brains for learning and behave mindfully.</p>		
<p>Specialist Lessons – Provided in Semester One</p>		<p>Specialist Lessons – Provided all year</p>	
<p>Drama with Mrs. Bristow</p> <p>Students will be able to identify narrative and the six characteristics of a variety of fairy tales. Collaborate in small groups to improvise and recreate scenes. Communicate their understanding of stories through role-play, focusing on vocal and facial expressions and movement. Perform for their peers and evaluate each other’s presentations.</p>	<p>Music with Mrs. Osborne</p> <p>Students will build confidence and foster a love of music. They will define, use, create and identify rhythms using crotchets, quavers, minims and rests, as well as use, demonstrate and recognise different pitches through singing and playing chime bars / xylophones / glockenspiels, especially sol, la, mi and mi, re, do combinations</p>	<p>P.E with Mrs. King, Mr. Milne or Mrs. Moeckel</p> <p><i>Students will Learn</i> a variety of movement games that develop endurance.</p>	<p>Health with Mrs. Davison or Mrs. Croft</p> <p>Students will investigate the concept of what health is and the foods and activities that make them healthy. They will explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students will identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.</p>
<p>Dates to Note</p>		<p>ICT with Mrs. Devine or Mr. Creasey</p>	
<p>Week 1: Mon 22nd Jan: First Day of School Fri 26th Jan: Australia Day Public Holiday</p>	<p>Week 3: Wed 7th/Thurs 8th Feb: Wild Rangers Wildlife incursion</p>	<p>Week 10: Thurs 28th March: Last day of Term 1 Fri 29th March – Good Friday Public Holiday</p>	<p>Students will be immersed in the zones of regulation, learning vital skills in emotional control and problem-solving. These lessons foster resilience, setting the stage for success in ICT.</p>