

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><u>Australian Reptiles & Wildlife</u> This term all students 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.</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Read</i> levelled, decodable sentences and short texts with increasing fluency • <i>Identify</i> how the purpose of a text informs its organisation and language features • <i>Analyse</i> what makes a sophisticated sentence and write their own expanded sentences • <i>Comprehend</i> literal and implied meaning in narratives and information texts • 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>Item 1: Reading: Comparing texts task</p> <p>Item 2: Writing: Information Report paragraph</p>	<p>Week 8</p> <p>Weeks 8 - 9</p>
Mathematics	<p><u>Number, Place Value & Mental Computation</u> Students will extend their counting skills up to at least 1000, and begin a year-long focus to fluently add any single digit numbers and subtract any numbers within 0-20.</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify & continue</i> skip counting patterns up to 200 from any starting point <ul style="list-style-type: none"> - increasing and decreasing by 2s (even number starting point) - increasing and decreasing by 10s, then 5s • <i>Represent</i> numbers up to 200 using materials and digits • <i>Recall</i> all addition facts (learning sequence: +0, +1, bonds to 10, doubles, +10, +2, doubles +1/+2, +9, +8, gaps) • <i>Explore</i> the connection between addition and subtraction • Use a preferred strategy to add/subtract 2-digit numbers, then 3-digit numbers <ol style="list-style-type: none"> 1. using a number line (jump strategy), 2. split strategy, 3. vertical strategy • Collect data through surveys, sort into categories using tables • Use informal items to measure length • Read time on an analogue clock to the hour, half hour and introduce 'quarter to / quarter past' 	<p>Learning task observations:</p> <ul style="list-style-type: none"> - Number sequences to 200 - Measure & compare lengths - Collecting & sorting data <p>Test: Addition, subtraction & problem solving</p>	<p>Ongoing</p> <p>Weeks 9 - 10</p>
Science	<p><u>Good to Grow: Life cycles</u> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Examine</i> how living things, including plants and animals, change as they grow. • <i>Ask</i> questions about, <i>investigate</i> and <i>compare</i> the changes that occur to different living things during their life stages • <i>Consider</i> how Aboriginal and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives • <i>Conduct</i> investigations to exploring the growth and life stages of a class animal and plant • <i>Respond</i> to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas. 	<p>Item 1: Compare life cycles</p>	<p>Weeks 9 - 10</p>

History	<p><u>Exploring the History of the Gold Coast</u> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Describe what the ‘History’ of a place means • Explore features of the Gold Coast and Varsity Lakes that have changed over time and others that have remained the same • Use a variety of resources to generate and investigate historical questions (books, audio-visual material, digital sources, photographs and community members). 	Comparing life cycles	Week 8 - 10
Wellbeing ‘Connect’	<p><u>Self-Awareness</u> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Describe personal qualities and strengths and how these contribute to growth • Describe the emotional responses of themselves and others • Celebrate key awareness days, such as Safer Internet Day and Harmony Day, reflecting on the importance of safety in the digital world and the celebration of diversity, respect, and inclusion in our community. 	Ongoing observations	Ongoing
Health & Physical Education	<p><u>Fitness Fun</u> Students will:</p> <ul style="list-style-type: none"> • Learn a variety of movement games that develop endurance. • Identify how different situations influence emotional responses 	Observations & questionnaire: movement skills in cooperative games	Week 8
Dance & Drama	<p><u>Fairy tales</u> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify narrative and the six characteristics of a variety of fairy tales • Collaborate in small groups to improvise and recreate scenes • Explore characterisation through role-play, vocal & physical expression suited to a range of situations and relationships • Perform for their peers and evaluate each other’s presentations • Learn the three functions of Dance (Social, Artistic and Ritual) • Learn, participate in a social dance and present a short movement piece in small groups to an audience. 	Performance and participation checklist	Week 9
Music	<p><u>Tuned Percussion</u> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Build confidence and foster a love of music. • Define, use, create and identify rhythms using crotchets, quavers, minims and rests • Use, demonstrate and recognise different pitches through singing and playing chime bars / xylophones / glockenspiels, especially sol, la, mi and mi, re, do combinations • Explore instrument families of the orchestra. 	8 beat rhythm composition	Week 7 - 8