

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><b><u>Communication: But Why?</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Develop core literacy skills: <ul style="list-style-type: none"> <li>- decoding words, oral reading fluency, word-level spelling, handwriting &amp; oral communication</li> </ul> </li> <li>Reflect on class texts: <ul style="list-style-type: none"> <li>- relate to events, characters and problems in stories, express opinions on characters' actions and outcomes.</li> <li>- comprehend literal and implied meaning in narratives and information texts</li> <li>- investigate the types of words, sentences and punctuation authors use to create an information text</li> <li>- analyse what makes a sophisticated sentence and write their own expanded sentences</li> <li>- draft and revise paragraphs of their own</li> </ul> </li> </ul>	<p><b>Item 1:</b> Oral reading fluency conference</p> <p><b>Item 2:</b> Writing: Expressing an opinion</p>	<p>Week 7 - 8</p> <p>Week 7 - 9</p>
Mathematics	<p><b><u>Addition &amp; Subtraction Facts, Calculations, Calendars &amp; Analogue Clocks</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Read time on an analogue clock to the hour, half hour and 'quarter to / quarter past'</li> <li>Name, order and describe features of: <ul style="list-style-type: none"> <li>- days, weeks, months, year</li> <li>- calendars, calendar dates and days between events</li> </ul> </li> <li>Represent and partition numbers up to 1000</li> <li>Recall addition facts and related subtraction facts to 20 <ul style="list-style-type: none"> <li>- learning sequence: +0, +1, bonds to 10, doubles, +10, +2, doubles +1/+2, +9, +8, gaps</li> </ul> </li> <li>Use a preferred strategy to add/subtract 2-digit numbers, then 3-digit numbers <ol style="list-style-type: none"> <li>1. using a number line (jump strategy), 2. split strategy, 3. vertical strategy</li> </ol> </li> </ul>	<p><b>Item 1:</b> Test - Time &amp; Calendars</p> <p><b>Item 2:</b> Addition, subtraction &amp; mathematical modelling task</p>	<p>Weeks 5 - 6</p> <p>Weeks 8 – 9</p>
History	<p><b><u>Changes in Technology</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Investigate and compare objects from the past &amp; present</li> <li>Describe how technology is used in our world today</li> <li>Predict impacts that future technologies might have on our ways of living</li> </ul>	Work samples: changing technologies tasks	Weeks 8 - 10
Wellbeing 'Connect'	<p><b><u>Self-Management</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Describe ways to moderate emotions in familiar contexts</li> <li>Demonstrate perseverance and adaptability with unfamiliar tasks</li> <li>Life Education health module: Growing Good Friends</li> </ul>	N/A	
Specialist Class: Science & Technologies	<p><b><u>What are Sounds?</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Understand that sound is a form of energy.</li> <li>Compare sound vibrations that are produced different instruments, everyday objects and changing actions.</li> </ul>	Class observations & tasks	Weeks 9 - 10

	<ul style="list-style-type: none"> <li>Describe sound qualities; volume and pitch</li> <li>Develop cultural perspectives by examining traditional First Nations Australian instruments.</li> </ul>		
Specialist Class: Health & Physical Education	<u>Take Your Marks, Get Set, Go</u> <i>Students will:</i> <ul style="list-style-type: none"> <li>Extend and practice their gross motor skills in modified Track and Field events</li> <li><i>Identify</i> how different situations influence emotional responses</li> </ul>	Observations & questionnaire: Observation checklists  Performance in Track and Field Carnival	Week 8
Specialist Class: Dance & Drama	<u>Fairy Tales</u> <i>Students will:</i> <ul style="list-style-type: none"> <li><i>Identify</i> narrative and the six characteristics of a variety of fairy tales</li> <li><i>Collaborate</i> in small groups to improvise and recreate scenes</li> <li><i>Explore</i> characterisation through role-play, vocal &amp; physical expression suited to a range of situations and relationships</li> <li><i>Perform</i> for their peers and evaluate each other's presentations</li> <li><i>Learn</i> the three functions of Dance (Social, Artistic and Ritual)</li> <li><i>Learn, participate</i> in a social dance and <i>present</i> a short movement piece in small groups to an audience.</li> </ul>	Performance and participation checklist	Week 9
Specialist Class: Music	<u>Tuned Percussion</u> <i>Students will:</i> <ul style="list-style-type: none"> <li><i>Build</i> confidence and foster a love of music.</li> <li><i>Define, use, create</i> and <i>identify</i> rhythms using crotchets, quavers, minims and rests</li> <li><i>Use, demonstrate</i> and <i>recognise</i> different pitches through singing and playing chime bars / xylophones / glockenspiels, especially sol, la, mi and mi, re, do combinations</li> <li><i>Explore</i> instrument families of the orchestra.</li> </ul>	8 beat rhythm composition	Week 7 - 8