

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><u>Exploring Narratives</u> Students will extend their phonic knowledge, blending skills and read texts with increasing fluency. They listen to, view and analyse imaginative texts to discover how characters, setting and plot is developed through authors' language choices. Students will write 100-word narratives using a learned text structure and act upon feedback to improve their own sentence structures, grammar, punctuation and spelling choices.</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>make inferences</i> about a character / events / moral in a narrative using details from the text • <i>create precise / cohesive sentences:</i> <ul style="list-style-type: none"> - <i>expand</i> simple sentences using adverbs & prepositional phrases (how & where / when) - <i>use</i> conjunctions to link sentences (soon, so, while, finally, suddenly, before long, time & sequence posters) - <i>experiment</i> with conjunctions at the beginning of sentences (after..., before..., if..., when..., unless...) • <i>write</i> a narrative text based on a visual stimulus: <ul style="list-style-type: none"> - <i>discuss</i> ideas and <i>plan</i>: characters, setting, problem, 2 attempts at a solution (one failed + one successful) and a resolution - <i>draft</i> and then <i>revise & make improvements from feedback</i> using a range of sources: checklist, class learning wall, teacher 	<p>Item 1: Reading Comprehension Task</p> <p>Item 2: Extended response: Narrative writing</p>	<p>Week 7</p> <p>Weeks 6 - 7</p>
Mathematics	<p><u>Operations, Fractions, Time & Shape</u> Students will develop and extend knowledge and understanding of number operations (addition, subtraction and dividing into fractions), 3D shape and transformation. They will apply their understanding to a range of real-life problem solving situations.</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>automatically recall</i> all single digit addition facts 0-9 • <i>use</i> efficient written computation strategies to add and subtract any 3-digit numbers when problem solving • <i>tell the time</i> to the quarter hour (quarter past & quarter to) using analogue and digital clocks • <i>divide shapes</i> into fourths and eighths: fractions • <i>share a collection</i> into fourths and eighths: fractions • <i>recognise and perform</i> transformations of shapes: flip, slide and turn. 	<p>Item 1: Time to the quarter hour</p> <p>Item 2: Short answer test: fractions and operations</p>	<p>Week 5</p> <p>Week 7</p>
Science	<p><u>Physical Science: The Toy Apprentice</u> Students explore how different types of push or pull forces affect how objects move on land, in the air and in water. They predict and investigate how changing a force affects movement and then record observations using scientific drawings, labels and explanations.</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>identify</i> how a push or pull affects the way an object moves • <i>describe</i> changes that could affect the object's movement • <i>pose questions</i> and make predictions about an object's movement • <i>represent</i> and <i>communicate</i> observations and ideas. 	<p>Item 1: Toy Design Task: Forces</p>	<p>Weeks 6-8</p>

Geography	<p><u>Planning a Holiday</u></p> <p>Students explore possible holiday destinations found in Northern Australia: Kakadu, Tiwi Islands, Uluru, Winton and the Daintree Rainforest. They will understand the indigenous connection to each place. Students then create a holiday itinerary for a family trip.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>identify</i> suitable holiday destinations in Northern Australia • <i>list</i> things to see and do in each Northern Australia destination • <i>describe</i> the significant Indigenous connection to the places visited • <i>select</i> the best way to travel to these places and justify their choice of transport • <i>identify</i> the best time of the year to go and justify why • cover the following mapping skills: <i>recognising</i> Australia's states and territories, <i>colouring</i> and <i>labelling</i> places on a map, <i>marking</i> in travelling routes, <i>marking</i> in compass points on a map and <i>discussing</i> direction of travel routes to destinations. 	Monitoring checklist	Not formally assessed for reporting purposes
Health and Wellbeing	<p><u>Respectful Relationships: Stay Safe</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>understand</i> their personal responsibility in staying safe and how to stay safe in the wider community • <i>recognise</i> the clues that can be used to recognise safe and unsafe situations • <i>understand</i> their body clues in response to safe and unsafe situations • <i>identify</i> strategies and actions that can be used to keep themselves safe and ask for help 	Ongoing observations	For reporting purposes, only an effort mark will be awarded
Physical Education	<p><u>Over the Net</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>explore</i> ball skills associated with a variety of modified net games. 	Observation checklists	Ongoing
L.O.T.E.	<p><u>Me and My Body</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>continue</i> to <i>learn</i> facial and body parts • <i>ask</i> and <i>respond</i> to questions about body parts • <i>describe</i> physical characteristics of the body • <i>play</i> games to consolidate knowledge of facial and body parts in Chinese. 	Observation checklist	Not formally assessed for reporting purposes

Visual Art	<p><u>The Journey from Symbols to Details: Art through the ages</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>acquire</i> a basic understanding that Art isn't always a realistic representation of the external world • <i>explore</i> art throughout history, dating back to prehistoric symbolism used in cave paintings, the Renaissance in the middle ages, and Art Nouveau earlier this century • <i>create</i> artwork inspired by Leonardo Da Vinci, Michelangelo and Gustav Klimt • <i>use</i> imaginative and intuitive processes to enhance creativity and originality in all art pieces 	Observation checklist	Not formally assessed for reporting purposes
Music	<p><u>In Rhythm</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>continue</i> to gain confidence and a love of music whilst building on their music learning from Term 2 • <i>define, use, create, identify</i> and <i>notate</i> rhythms - crotchets, quavers, minims and crotchet rests • <i>use</i> and <i>demonstrate</i> different pitches through singing (especially do re mi) and playing on chime bars • <i>develop</i> a deeper understanding of pitch and rhythm through games 	Observation Checklist	Not formally assessed for reporting purposes