

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><u>Artistic Authors</u> Students will be able to:</p> <ul style="list-style-type: none"> • Read levelled, decodable sentences and short texts with increasing fluency • Discuss techniques that authors use to create cohesion, i.e., using linking words, time connectives and expanding sentences. Then mimic those strategies in independent sentence level and extended writing tasks • Identify the vivid and precise vocabulary, four sentence types and range of punctuation that authors purposefully use to create mood, characters, events & settings in stories and to create justified arguments (paragraphs) when persuading • Identify the typical structural elements of narrative and persuasive texts • Compare and evaluate the effectiveness of how texts engage or persuade their target audience • Plan, draft and revise a series of paragraphs, short narratives and persuasive texts for a specific purpose • Answer comprehension questions where the information is either right there in a text (literal), or requires the reader to interpret vocabulary and make inferences. 	<p>Productive: Writing Folio – narrative & persuasive</p> <p>Oral reading fluency: student – teacher conference</p> <p>NAPLAN tasks</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Week 8 - 9</p>
Mathematics	<p><u>Number, Place Value and Measurement</u> Students will:</p> <ul style="list-style-type: none"> • Represent, compare, order and partition numbers to 1 000 in multiple ways • Automatically recall addition facts of any numbers up to 10. Use these known facts when performing larger calculations such as calculating costs when shopping in whole dollar amounts • Add and subtract 2-digit and 3-digit numbers using a written strategy • Represent multiplication as repeated equal groups in pictures/arrays and solve simple problems • Recall multiplication number facts and related division facts • Tell time to 5 minute intervals on analogue and digital clocks • Measure length with non-standard units and introduce representing and measuring with metres • Fold shapes and images to show symmetry or identify if they are non-symmetrical. 	<p>Test: Number, Place Value & Units of Measurement concepts</p> <p>NAPLAN tasks</p>	<p>Week 9</p> <p>Week 8 - 9</p>
Science	<p><u>Spinning in Space</u> Students will:</p> <ul style="list-style-type: none"> • Explore the Sun, Earth and Moon, their relationships and their orbits • Understand that Earth’s rotation on its axis causes regular changes, including day and night • Model the relative sizes and the movement of the Earth, Sun and Moon. 	<p>Knowledge and Understanding Test</p>	<p>Week 9-10</p>
History	<p><u>Celebrations and Commemorations around the World</u> Students will:</p> <ul style="list-style-type: none"> • Use strategies to search the internet safely and efficiently, including the use of short-cut keys for navigation • Develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world (e.g., ANZAC Day, Chinese New Year and Australia Day) • Examine the historical origins of celebrations and commemorations • Understand the value of learning about the cultures, languages and beliefs of others. 	<p>Research Project: Celebration and Commemorations</p>	<p>Week 8-10</p>

Wellbeing	<p><u>Growing Good Friends</u> Students will:</p> <ul style="list-style-type: none"> Identify and practise strategies to promote health, safety and wellbeing Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe Describe how respect, empathy and valuing difference can positively influence relationships. 	Ongoing observations and Wellbeing Journal	For reporting purposes, only an effort mark will be awarded
Physical Education	<p><u>Fitness and Movement</u> Students will:</p> <ul style="list-style-type: none"> Develop fitness through running games and activities in preparation for the Cross Country Carnival. 	Observation checklists Performance and place results in Cross Country Carnival	Ongoing
Health	<p><u>Feeling safe</u> Students will:</p> <ul style="list-style-type: none"> Investigate how emotional responses vary and understand how to interact positively with others Use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe Explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe. 	Observation checklists	
Music / Drama	<p><u>Drama: Poetry and Personal Qualities</u> Students will:</p> <ul style="list-style-type: none"> Develop and refine their skills for improvisation e.g. scenes made up in the moment Identify and value the unique and positive qualities in themselves and others Respond to other actors and stimuli, and work spontaneously in their environment Create scenes in groups Identify the rhyming structure, situation, roles and relationships of a poem Recite and create verses of a poem. 	Performance and participation checklist	Weeks 5 and 10
Over the course of this semester, classes will participate in both Music & Drama specialist classes.	<p><u>Music: Pentatonic Percussion</u> Students will:</p> <ul style="list-style-type: none"> Build confidence and foster a love of music Define and demonstrate rhythms using crotchets, quavers, minims, rests and semiquavers Recognise and identify rhythms they hear Create new compositions using pitch and rhythm patterns Develop and demonstrate the pentatonic scale through singing and playing xylophones Describe and discuss how they used elements, such as pitch, rhythm and dynamics. 	Performance and participation checklist	Week 7 / 8
ICT	<p><u>Positive behaviours offline & online</u> Students will:</p> <ul style="list-style-type: none"> Identify ways that positive learning behaviours enhance our learning experiences within the classroom & online. 	N/A – participation only	