

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. 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>Oral reading fluency: Student – teacher conference</p> <p>Writing Folio: narrative & persuasive texts</p>	<p>Ongoing</p> <p>Ongoing</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 10 000 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 • Conduct surveys with others face-to-face, using a tally marks, tables, charts or digital tools • Display and interpret data collected in surveys using picture graphs and column graphs • Estimate and measure the length (mm, cm, m) and mass (g, kg) of objects and shapes • Draw maps of familiar areas and describe the location of objects using the grid convention (x axis, y axis) • Give & follow directions from one location to another using a map 	<p>Investigation: Create a survey. Graph and communicate the results</p> <p>Learning Task: Interpret & create a map</p>	<p>Week 9</p> <p>Week 8 - 9</p>
Science	<p><u>Rocks, Minerals & Soil</u> Students will:</p> <ul style="list-style-type: none"> • Compare the observable properties of soils, rocks and minerals • Investigate why they are important resources for human ways of living • Construct and use tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns 	<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 'Connect'	<p><u>Self-Awareness</u> Students will:</p> <ul style="list-style-type: none"> • Explain influences on personal qualities and strengths and how these contribute to personal growth • Explain the influence that their own behaviour has on the emotional responses of 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 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. • Select, use and refine personal and social skills to establish, manage and strengthen relationships • Describe how valuing diversity influence wellbeing • Identify actions that promote inclusion in their communities 	<p>Observation checklists & questionnaire</p> <p>Plan a fitness circuit using household items</p> <p>Create a short story or comic strip showing how they act as a 'safe bystander' or work cooperatively in a task.</p>	<p>Ongoing</p> <p>Week 8</p>
LOTE	<p><u>Feeling safe</u> Students will:</p> <ul style="list-style-type: none"> • Learn about Chinese New Year and Chinese culture • Create the memory game based on 12 Zodiac animals • Consolidate use of Chinese greetings and numbers. 	Create and play a '12 Zodiac' memory game	Ongoing
Technologies: Digital & Design	<p><u>Let's Make a Game</u> Students will:</p> <ul style="list-style-type: none"> • Learn to code using the basic programming language of 'Scratch' • Write code to create simple video games • Innovate upon existing basic games • Create their own design elements using graphic tools. 	Create a game for class peers to play	Week 7 - 9
Music	<p><u>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 • Demonstrate the pentatonic scale through singing and playing xylophones • Describe similarities and differences in music they listen to and perform • Describe how they have used elements, such as pitch, rhythm and dynamics. 	Performance and response	Week 7 - 8