



## English

### **UNIT 1: EXPLORING OUR NEW WORLD**

Students listen to and read texts to explore predictable text structures and common visual patterns represented in a range of literary and non-literary texts including fiction, non-fiction books and everyday texts.

#### Assessment Tasks

Student learning and progress is monitored throughout this unit and samples of work are collected.

## Health and PE

### Health

#### **Unit 2: I AM GROWING AND CHANGING**

Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity.

#### Assessment

- Name parts of the body and describe how their body is growing and changing
- Identify actions that promote health, safety and wellbeing
- Participate in play that promotes engagement with outdoor settings and the natural environment

### Physical Education

Week 1 – 5. Play is the Way: Social and emotional learning through play

Week 6 – 9 Cross Country practice

## Maths

Students develop understandings of:

- Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy & describe simple patterns, identify patterns within counting sequences
- Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects
- Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, represent quantities, visualise arrangements to five, match numerals to quantities, count forwards & backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after & next in a sequence, order quantities & numerals
- Location and direction — use positional language to describe location, identify positional opposites, represent locations with models & images.

#### Assessment Tasks

##### **Bag sort**

##### *Interview*

Students will sort and classify familiar objects and explain the basis for these classifications.

## The Arts

### **Music**

In this unit students will explore the bases of music and how it is produced, moving and singing to a steady beat and exploring high and low sounds.

#### Assessment

- Move to the beat of fast and slow music
- Recognise the difference between high and low pitches
- Describe how the body can produce sound

## Science

### **OUR LIVING WORLD**

Students use their senses to investigate the needs of living things, both animals and plants, in natural and man-made environments. Students determine that the survival of all living things is reliant on basic needs being met and discuss the consequences for living things when their needs are not met. Students consider the impact of human activity and natural events on the availability of basic needs and describe some sustainable practices that they could implement to protect Earth's resources and support the provision of the needs of living things.

#### Assessment Tasks

##### **Collection of student work Portfolio**

Students participate in a range of activities and discussions throughout the unit, involving learning about the needs of living things.

##### **Drawing a Farm Environment.**

Students demonstrate their understanding of what living things need in a drawing of a farm environment.

## History

### **EXPLORING FABULOUS FAMILIES**

Inquiry question/s: What is my history and how do I know? In this unit, students:

- understand how the past is different from the present
- investigate their personal history, particularly family relationships
- examine the nature of and structure of families
- recognise similarities and differences between families
- appreciate diversity within their family and others
- share information about their family with others.

#### Assessment Tasks

**Collection of work** - *Oral description, spoken/signed talk* on a picture of their family.

The assessment will gather evidence of the student's ability to:

- pose questions about their family and/or their family's history
- describe their family's make-up and history
- identify similarities and differences between families.