



## English

### **Unit 2 - ENJOYING AND RETELLING STORIES**

Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. They will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.

#### Assessment Task

##### **Retell a story**

*Informative response — oral*

Students demonstrate comprehension, and personal connection to a familiar story through retelling events to peers.

## The Arts

### **Dance**

In this unit students will explore basic dance elements, movement and develop body and spatial awareness. They will also explore reasons for dance.

## Maths

**Unit 2:** Students develop understandings of:

- Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations
- Shape — compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes
- Number and place value — recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts
- Location and transformation — identify and describe pathways, give and follow movement directions, represent movement paths, describe locations
- Patterns and algebra — copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number

#### Assessment Tasks

##### **Shape sort**

*Interview/work sample*

Students sort shapes.

##### **On my plate**

*Interview*

Students count and compare collections

## 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

Play is the Way: Social and emotional learning through play

##### **UNIT 2 - CROSS COUNTRY**

In this unit students will develop the fundamental movement skills of running through active participation in cross country.

##### **UNIT 3 - ATHLETICS**

In this unit students will develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.

## Science

### **OUR MATERIAL WORLD**

Students are provided with opportunities to examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, language is focused to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.

#### Assessment Tasks

##### **Make a wind ornament**

*Assignment/project*

Students will describe the observable properties of materials from which an object is made. They respond to questions about observable properties of materials, describe observations and representations and communicate ideas.

## Geography

### **WHAT IS MY PLACE LIKE?**

Inquiry question/s:

- What are places like?

In this unit, students:

- draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about
- develop questions about places they belong to
- understand that a 'place' has features and a boundary, that can be represented on maps or globes
- observe the visible elements or features of the 'place' they live in and belong to, and record
- use maps and stories to identify the places students live in and belong to, such as, their home and record the features of each place

#### Assessment Tasks

##### **Collection of work (Multimodal)**

Students observe the familiar features of places and represent these features and their location on pictorial maps and models.