



English

Unit 3

EXPLORING CHARACTERS

In this unit, students read, view and listen to a variety of texts to explore how characters are represented in print and images. Students identify character qualities in texts. They create an alternative character description. Students present their alternative character description to an audience of peers.

Assessment Tasks

Alternative character description

Imaginative response — oral (Written and Spoken)

Students create and present an alternative character description to an audience of peers.

Unit 5

EXPLORING PROCEDURAL TEXTS

Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.

Assessment Tasks

Monitoring Task

Multimodal procedure: Work booklet.

Students write a procedure for George to follow to make a disgusting sandwich for Grandma.

Reading comprehension- Listening

Students answer questions about *A version of the little red hen* and *How to make bread*.

Health and PE

Health - OUR CULTURE

Students will:

- Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities.
- Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these.
- Describe ways to include others to make them feel that they belong.
- Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected.

Physical Education

Cross Country

In this unit, students will develop running skills.

Athletics

In this unit, students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body.

Maths

Unit 3

Students develop understandings of:

- Shape — recognise & name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes & describe the features of familiar 3D objects.
- Number and place value — represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations
- Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, & solve simple number pattern problems
- Fractions and decimals — represent halves & quarters of shapes, represent halves & quarters of collections, represent eighths of shapes & collections, describe the connection between halves, quarters & eighths, & solve simple number problems involving halves, quarters & eighths
- Using units of measurement — use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour.

Assessment Tasks

Identifying and continuing additive number patterns

Short answer questions

Students recognise, continue and describe additive number patterns.

Time

Short answer questions

Students tell time to the quarter hour.

Unit 4

Students develop understandings of:

- Number and place value — recall addition & subtraction number facts, describe part-part-whole relationships, add & subtract single and two-digit numbers, solve addition & subtraction problems, represent multiplication, represent division, solve simple grouping & sharing problems
- Location and transformation — interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest
- Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 & \$10 notes, count small collections of coins & notes
- Using units of measurement — compare and order area of shapes 7 surfaces, cover surfaces to represent area, measure area with informal units.

Assessment Tasks

Adding and subtracting numbers

Short answer questions

Students solve simple addition and subtraction problems.

Monitoring Task - Money

Counting collections of coins and notes and making exact combinations of coins and notes.

Science

TOY FACTORY

Students understand how a push or pull affects how an object moves or changes shape and investigate and explain how pushes and pulls cause movement in objects used in their daily lives. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved. They pose questions, make predictions and describe the effect on movement caused by changes to an object, or to the push or pull exerted on the object. Students use informal measurements to make and compare observations about movement. They then apply this science knowledge to explain how pushes and pulls can be used to change the movement of a toy or object they create.

Assessment Tasks

Toy design

Presentation

Students identify how a push or pull affects the way an object moves and describe changes that could affect an object's movement. They pose questions and make predictions about an object's movement, then represent and communicate observations and ideas.

The Arts

Dance (*C2C*)

In this unit students will explore the bases of dance elements and fundamental movement skills. They will use these elements to create and perform dances. Students will also explore where and why people dance and different cultures of dance.

Geography

WHAT IS THE STORY OF MY PLACE?

Inquiry question:

- What is a place?

In this unit, students:

- draw on representations of the world as geographical divisions, and the location of Australia
- understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another
- develop questions about places

Assessment Tasks

Collection of work (Multi-modal)

Students use geographical methods to represent and communicate the location and features of places.