

ENGLISH	<p>Create a short, spoken text to retell an experience</p> <p>Students create a short talk to retell an experience and describe how it made them feel. They will choose an experience that they remember well. This may include an event, classroom experience or celebration, for example: birthday, religious festival, family reunion, cultural festival, or sports day. They can draw or paint a picture of this experience. When students listen to each other they will practise paying attention to what others say and they will practise asking questions. The students will deliver their talk to small groups of their peers.</p>
MATHS	<p>Number, Algebra, Space, Measurement</p> <p>As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:</p> <ul style="list-style-type: none"> • build on understanding to make connections between number names, numerals and quantities, and partition and combine collections • explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10 • name, create and compare shapes, using mathematical reasoning in active learning experiences • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects and duration.
SCIENCE	<p>Weather watch</p> <p>In this unit students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.</p>
TECHNOLOGY	<p>Digital Technologies (Computers: Handy helpers)</p> <p>In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will recognise and explore how digital and information systems are used for particular purposes in daily life.</p>
HASS	<p>My family history</p> <p>In this unit students will explore the following inquiry question: What is my history and how do I know?</p> <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others • investigate familiar ways family and friends commemorate past events that are important to them • recognise how stories of families and the past can be communicated through sources that represent past events • present stories about personal and family events in the past that are commemorated.
HPE	<p>HEALTH: Looking out for others</p> <p>In this unit, students identify and describe different emotions people experience. They explore and practise ways to interact with others in a variety of settings.</p> <p>PE: Who Wants to Play?</p> <p>In this unit students demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.</p>
THE ARTS	<p>Cultural dance</p> <p>In this unit, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences, using the elements of dance (space, time, dynamics, relationships) • use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities • present dance sequences that communicate new dance ideas to an audience • respond to dances from a range of countries/communities, considering where and why people dance.
HOMEWORK	Homework will include home readers and sight words.
EVENTS	<p>21st July NAIDOC Week Parade</p> <p>28th July Prep Parade Item</p> <p>Week 5 Science Week</p> <p>Week 6 Book Week</p> <p>3rd Sept Father's Day Stall</p> <p>5th Sept Pupil Free Day</p> <p>Week 9 Parent Teacher Interviews</p>