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| ENGLISH | <p>Examining stories and adapting ideas Students engage with a variety of texts including picture books, print, digital texts and chapter books that support and extend their developing independence as readers. These texts include the literature of Australian, First Nations Australian and world authors and describe extended events with some unusual happenings within a framework of familiar experiences. Students explore how authors use language and illustrations to portray characters, settings and mood. Students use these texts as models when they create their own imaginative adaptation to a text.</p> |
| MATHS | <p>In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - Understanding, Fluency, Problem-solving and Reasoning - students have opportunities to develop understandings of the following: Number and place value - count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three-digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two-digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts. Chance - conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments. Data representation and interpretation - collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations.</p> |
| SCIENCE | <p>Is it living? In this unit students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students will understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p> |
| HEALTH | <p>Culture in Australia: Positive interactions In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.</p> |
| TECHNOLOGY | <p>What's for lunch? In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.</p> |
| HPE | <p>Students will practise their ball skills and prepare for the upcoming Cross Country.</p> |
| THE ARTS | <p>Musical characters and action In this unit, students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically.</p> |
| HOMEWORK | <p>Homework tasks will be aligned with the key learning areas of maths and literacy and are designed to consolidate concepts learnt each week. Homework is due on Fridays.</p> |
| EVENTS | <p>26th January Australia Day Holiday 6th February Parent Meet & Greet (P-3) 9th February Welcome BBQ & Badge Presentation Ceremony 29 February School Photos 13th – 15th March – NAPLAN (Catch up the following week) 25th March Parent Teacher Interviews 28th March Inter-house Cross Country 29th March Good Friday</p> |