

ENGLISH	<p>Expressing opinions about procedures in texts Students engage with a range of texts which contain topics or story elements that can be presented as a procedure. They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts. Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details. Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations.</p>																		
MATHS	<ul style="list-style-type: none"> • Using units of measurement - compare and measure lengths using uniform informal units, order objects based on length. • Patterns and algebra - recall the ones, twos and tens counting sequences; identify number patterns; represent the fives number sequence. • Number and place value - recall, represent and count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; add single and two-digit numbers; represent, record and solve simple addition and subtraction problems. • Shape - identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects. • Using units of measurement - explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe duration in time, tell time to the half hour, represent times on digital and analogue clocks. • Money and financial mathematics - recognise, describe and order Australian coins according to their value. • Location and transformation - give and follow directions; investigate position, direction and movement. 																		
SCIENCE	<p>Changes around me Students describe observable features of a variety of landscapes and skies. They consider changes in the sky and landscape, and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p>																		
HASS	<p>My changing life (Continued from Term two) In this unit students will explore the following inquiry question: <i>How has my family and daily life changed over time?</i> Learning opportunities support students to:</p> <ul style="list-style-type: none"> • compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences • respond to questions about the recent past • sequence and describe events of personal significance using terms to describe the passing of time • examine sources, such as images, objects and family stories, that have personal significance and share stories about the past 																		
Digital Technology	<p>Computers: Handy Helpers 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>																		
HPE	<p>This term students will be participating in tagging games, practising ball skills and playing team games.</p> <p>We will continue to practice emotional responses that will reflect our own and others' feelings with a particular focus on the Zones of Regulation.</p>																		
The Arts	<p>Drama – Poetry Alive This term the students in Grade 1 will be introduced to Drama. The children will be learning how to make and present drama using elements of role, situation and focus in a dramatic play. They will also learn how to improvise using poetry as stimulus.</p>																		
HOMEWORK	<p>Homework will consist of nightly home readers as well as a weekly spelling list.</p>																		
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