

ENGLISH	<p>Expressing opinions about procedures in texts</p> <p>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	<p>Number, Space, Measurement</p> <p>Students develop greater confidence and enjoyment in working with numbers and solving problems. They learn that numbers can be broken apart and put back together in different ways and are beginning to work with numbers beyond two digits, using strategies such as skip counting and grouping equally. Through hands-on learning experiences, they solve everyday problems involving addition and subtraction to 20, as well as sharing and grouping, while they discuss and check if their answers make sense. Students also explore shapes and objects in their environment. They sort and describe them based on their features and explain how and why they make their choices. They build an understanding of measurement by comparing the length, weight, capacity of objects using informal units like blocks or hand spans and explain their thinking. These experiences help students connect mathematical concepts to real-life situations and build strong foundations for future learning.</p>
SCIENCE	<p>Changes around me</p> <p>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</p> <p>In this unit students will explore the following inquiry question: <i>How has my family and daily life changed over time?</i></p> <p>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 their past
HPE	<p>Health: We all belong</p> <p>In this unit, students recognise similarities and differences in individuals and groups, practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.</p> <p>PE: Catch me if you can</p> <p>In this unit students develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging 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. 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 consist of nightly home readers as well as a weekly phonic activity.
EVENTS	<p>29th July Year one parade item</p> <p>21st July NAIDOC Week Parade</p> <p>28th July Instrumental Music Eisteddfod</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>