

ENGLISH	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.	
MATHS	Number, Space, Measurement 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.	
SCIENCE	Earth and space sciences Students develop understanding of patterns by observing changes in daily and seasonal events. They begin to ask questions about observed changes, such as seasonal changes, and make predictions about how these affect plants and animals, including animals that hibernate and migrate, and humans. Students sort and order data by documenting weather and seasonal changes over time. Students make connections between predictions, observations and real-life decision making by sharing how they have used science knowledge at home, for example: listening to or viewing weather forecasts, observing weather patterns when planning family events or outings, or wearing appropriate clothing for the season. Students engage with Aboriginal peoples' and Torres Strait Islander peoples' knowledges of observable changes in the landscape and sky as indicators of time, weather and seasons that inform many aspects of life, including availability of resources and timing of gatherings.	
HASS	My changing life 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: • compare aspects of their daily life 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	Health: My classroom is healthy, safe and fun In this unit, students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom. PE: Modified gymnastics iMove, iJump, iLand In this unit, students will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.	
The Arts	Music: Save the world In this unit students explore a range of songs rhymes and chants based on the theme of Earth's resources and how they can be used and managed. They will also be learning songs by "The Two-Wheel Time Machine" to prepare them for the concert at the end of Term 3. Visual Arts The children will be exploring the elements and principles of art using different media. They will develop skills and create artworks that demonstrate techniques learnt in class.	
HOMEWORK	Homework will consist of nightly home readers as well as a weekly phonic activity.	
EVENTS	17 Aug 24 Aug 27 Aug 4 Sept 7 Sept 11 Sept 14 Sept	Science Week Book Week Parade Father's Day Stall Pupil Free Day Parent Teacher Interview Week Under 8s Celebration Musica Viva