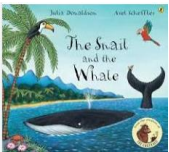







|          |          |             |  |      |              |
|----------|----------|-------------|--|------|--------------|
| The 4C's | Courtesy | Cooperation |  | Care | Common Sense |
|----------|----------|-------------|--|------|--------------|

| Key Learning Areas | English   | Maths  | HASS  | The Arts   | STEM   | HPE  |
|--------------------|---|--|---|--|--|--|
|                    | <p><b>Poetry Innovation</b></p> <p>In this unit students read and listen to a range of poems including poetic narratives to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.</p>  <p><b>InitialLit2</b></p> <p>Students will be engaged in daily literacy activities that include:</p> <ol style="list-style-type: none"> <li>Spelling: phoneme-grapheme, alphabetic code, morphological concepts</li> <li>Reading comprehension and fluency</li> <li>Grammar</li> <li>Vocabulary</li> </ol> <p><b>Quick Writes and Handwriting</b></p> <p>Students will experiment with writing through daily quick writes and handwriting practice.</p> <p><b>Assessment:</b></p> <p>InitialLit Reading Comprehension<br/>Poetry Innovation and Presentation</p> | <p><b>Students will be learning to:</b></p> <ul style="list-style-type: none"> <li>Recognise and represent numbers to 1000</li> <li>Partition, rearrange and rename 2 and 3 digit numbers</li> <li>Recognise and describe one half as one of 2 equal parts of a whole</li> <li>Follow directions to a location on a map</li> <li>Read the time on digital and analogue clocks to the half hour</li> <li>Collect data for categorical variables</li> <li>Create different representations for collected data</li> </ul> <p><b>Number Facts</b></p> <p>Students are explicitly taught number fact strategies using a part part whole model to 10.</p>  <p><b>Assessment</b></p> <p>Exploring numbers to at least 1000 and identifying halves<br/>Locating features and using maps<br/>Using data to answer a question</p> | <p><b>Impacts of Technology over Time</b></p> <p>Students investigate the changes in technology over time. They compare and contrast features of objects from the past and present and sequence key developments in the use of a particular object in daily life over time.</p> <p><b>Assessment:</b> iBook<br/>Transport over time</p>  | <p><b>Music</b></p> <p>Students will make and respond to music by exploring the ways that music can evoke stories, including sound stories, program music and lyric stories.</p>  | <p><b>Coding and Robotics</b></p> <p>Students will be participating in specialist STEM lessons focused on developing basic coding skills. Using their iPads students will code Wedo Robots and create coded animations using the Scratch Jnr coding platform.</p>  | <p><b>Sport</b></p> <p>Students will explore how to move and play safely during physical activity. They will develop fundamental movements skills in running, jumping, hopping and galloping.</p> <p><b>Swimming</b></p> <p>Students will participate in a 'Learn to Swim' program facilitated by John West Swim School, Baringa.</p>  <p><b>Health</b></p> <p>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.</p> |