

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	<p><i>Imaginative to informative focus</i></p> <p>Enjoying our new world (U1)</p> <ul style="list-style-type: none"> Listen to and read texts to explore predictable text structures and common visual patterns. Explore a familiar environment and imaginary locations and recount journeys. Review story structure and orally retell a learned story. 	<p><i>Imaginative focus, moving to informative focus</i></p> <p>Enjoying and retelling stories (U2)</p> <ul style="list-style-type: none"> Sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Prepare a spoken retell by drawing events in sequence and writing familiar words. Explore predictable structures and visual patterns represented in recounts – time, place and events. Analyse literary narrative – focus on using time, place and events to build emotive reaction. 	<p><i>Imaginative focus, moving to persuasive focus</i></p> <p>Interacting with others (U3)</p> <ul style="list-style-type: none"> Listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. Create and recite a rhyming verse and recite it to a familiar audience and listen while others present their rhyme. Create a personal response (persuasive focus) on a favourite rhyming story. 	<p><i>Imaginative focus, moving to persuasive focus</i></p> <p>Responding to and creating an imaginative text (U4)</p> <ul style="list-style-type: none"> Students read, examine and respond to literature and explore text structure and organisation. Create a short imaginative multimodal text that includes illustrations. Engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning – focused teaching and learning, play, real-life situations, investigations, and routines and transitions.
		8 weeks	8 weeks	8 weeks	8 weeks
	TEXTS	<ul style="list-style-type: none"> The Cranky Bear series 	<ul style="list-style-type: none"> Mrs Wishy Washy Fantastic Cake Who Sank the Boat 	<ul style="list-style-type: none"> Oi books Room on a Broom Nony the Pony Dr Suess 	<ul style="list-style-type: none"> Fairy tales Three Billy Goats Gruff Goldilocks and the Three Bears Three Little Pigs Little Red Riding Hood
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Phonics Sight words Phonological awareness Identify the story Identify the main character Share feelings about the main character Discuss likes and dislikes about the main character Retell an event from the story by talking about the characters, events and ideas Share feelings about a story Connect ideas in the story to their own experiences 	<ul style="list-style-type: none"> Phonics Sight words Phonological awareness Retell – first, next, finally Vocabulary – title and author Connection to the story Writing – capital letters, full stops, finger spaces 	<ul style="list-style-type: none"> Phonics Sight words Phonological awareness Handwriting – correctly forming all lower and upper case letters Sentence conventions – capitals, full stops, finger spaces Letter – sound knowledge in writing 	<ul style="list-style-type: none"> Phonics Sight words Phonological awareness Handwriting – correctly forming all lower and upper case letters Conventions of letter writing – text structure Sentence conventions – capitals, full stops, finger spaces Matches letter to sound in writing
	ASSESSMENT	<p>Formative assessment</p> <p>Students select a favourite story and create a short spoke response to elements of the story.</p>	<p>Summative assessment</p> <p>Student demonstrate comprehension of a familiar story through retelling events to peers.</p>	<p>Summative assessment</p> <p><u>Assessment task 1</u> – Students listen to and demonstrate knowledge of rhyme through written and spoken communication.</p> <p><u>Assessment task 2</u> – Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.</p>	<p>Formative and summative assessment</p> <p><u>Assessment task 1</u> – Students listen to and innovate on a familiar imaginative story to create a new story for a favourite character.</p>
	Text – The Very Noisy bear	Text – Bella lost her Moo	Text – The Gruffalo	Text – Goldilocks and the Three Bears	

		SEMESTER ONE		SEMESTER TWO	
		Unit 1	Unit 2	Unit 3	Unit 4
MATHEMATICS	CURRICULUM KNOWLEDGE	<p>Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects Location and direction — use positional language to describe location, identify positional opposites, and represent locations with models and images. 	<p>Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five Patterns and algebra — describe repeating patterns, continue repeating patterns, describe repeating patterns using number Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations 	<p>Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions. 	<p>Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count forwards and backwards from different starting points; represent quantities; compare quantities, match number names, numerals and quantities; identify parts in a collection; identify addition; join collections; represent addition experiences; make equal groups. Using units of measurement — directly and indirectly compare the mass, length and capacity of objects; directly and indirectly compare the duration of events Location and transformation — describe position, describe direction
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Counting forwards and backwards to 10 Subitising to 6 Numbers/ numeral names to 10 Collections to 10 Quantities to images Sequencing and ordering to 10 More/ less/ same Patterns Positional language/ location Sorting and classification Duration – time Yes/no questions Size – big, small Similarities/ differences 	<ul style="list-style-type: none"> Length Shapes – 2D and 3D Count forwards and backwards to 20 Shape – lines/ irregular 2D, 3D Partitioning Location and transformation Verbal and non-verbal directions Repeating patterns Durations of time Phases of the day Money Days of the week 	<ul style="list-style-type: none"> Mass – hefting, comparing Equalising groups Addition situations Patterns – growing patterns Equivalence Part/ whole relations Sharing into equal parts Collecting and representing data – tally marks Connecting days of the week to familiar events Time – o' clock 	<ul style="list-style-type: none"> Counting forwards and backwards to 20 Counting from different starting points Number names/ quantities/ numerals Subitising to 6 Counting on from a collection (10) Comparing quantities Sequencing to 25 Before/ after Equal sharing Capacity Weight Length Size Location – describing location – under, over etc/ changes in location Shape Time Money
	ASSESSMENT	<p>Summative assessment <i>Bag sort</i> – Students group familiar objects based on common characteristics.</p> <p>Formative assessment <i>What I learned: Patterns</i> – Students investigate patterns in the environment.</p> <p><i>Number watch</i> - Students make connections between number names, numerals and quantities up to 10. Students count to and from 20 and order small collections.</p> <p><i>Maths assessment tasks to be reviewed in 2021</i></p>	<p>Summative assessment <i>On my plate</i> – Students make connections between number names, numerals and quantities up to 10, count to and from 20 and order small collections.</p> <p><i>Sort shapes</i> – Students sort shapes.</p> <p>Formative assessment <i>Length</i> – Students compare objects using length.</p>	<p>Summative assessment <i>Answering questions</i> – Students answer simple questions to collect information and make simple inferences.</p> <p><i>Explaining duration and event sequences</i> – Students connect events and days of the week, and explain the order and duration of events.</p>	<p>Summative assessment <i>Identifying numerals</i> – Students connect number names, numerals and quantities up to 10 and count to and from 20.</p>

		SEMESTER ONE		SEMESTER TWO	
		DIGITAL TECHNOLOGIES		DESIGN AND TECHNOLOGIES	
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p>Unit 1: Computers – Hand Helpers <i>Getting to know the digital world</i></p> <p>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:</p> <ul style="list-style-type: none"> recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems work independently and with others to create and organise ideas and information, and share these with known people in safe online environments. 	<p>Unit 2: Grow, grow, grow <i>Food and fibre production and Food specialisations</i></p> <p>In this unit, students will explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They will design solutions for a farm to enable successful food and fibre production and make a food product from garden produce.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> investigating how food and fibre are grown to meet human needs generating and developing design ideas for a functional growing environment producing a simple drawing that represents their design evaluating their design and presentation processes, using personal preferences collaborating by working with others and managing by following sequenced steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Science Prep Unit 1 – Our living world Science Year 2 Unit 3 – Good to grow 		
	ASSESSMENT	<p>Summative assessment</p> <p><u>Assessment task 1</u> – Everyday digital systems</p> <p><u>Assessment task 2</u> – All about me: Monster Glyph</p> <p>Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.</p>	<p>Summative assessment</p> <p>Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare healthy food.</p>		

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOWLEDGE	<p>Unit 3: Weather watch</p> <p>Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.</p>	<p>Unit 2: Our material world</p> <p>Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.</p>	<p>Unit 1: Our living world</p> <p>Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.</p>	<p>Unit 4: Move it, Move it</p> <p>Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain k</p>
	ASSESSMENT	<p>Summative assessment</p> <p>Students suggest how the weather affects themselves and other living things. They share observations about the weather.</p>	<p>Summative assessment</p> <p>Students describe the observable properties of materials from which an object is made. To ask and respond to questions and share and reflect on observations.</p>	<p>Summative assessment</p> <p>Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. To ask and respond to science questions.</p>	<p>Summative assessment</p> <p>Students describe the properties and behaviour of familiar objects. To share and reflect on observations and ask questions about familiar objects.</p>

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOWLEDGE	<p>Unit 1: My family history</p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> • What is my history and how do I know? <p>In this unit, students:</p> <ul style="list-style-type: none"> • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others • investigate familiar ways family and friends commemorate past events that are important to them • recognise how stories of families and the past can be communicated through sources that represent past events • present stories about personal and family events in the past that are commemorated. 	<p>Unit 2: My special places</p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> • What are places like and what makes them special? <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a 'place' has features and a boundary that can be represented on maps or globes • recognise that what makes a 'place' special depends on how people view the place or use the place • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • describe special places and the reasons they are special to people • reflect on learning to suggest ways they could contribute to the caring of a special place.
	ASSESSMENT	<p>Summative assessment</p> <p>Students explore important events celebrated in their lives, and identify how people and objects help them to remember.</p>	<p>Summative assessment</p> <p>Students identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.</p>
			<i>HASS assessment tasks to be reviewed in 2021</i>

		SEMESTER ONE	SEMESTER TWO
		Visual Arts	Drama
THE ARTS	CURRICULUM KNOWLEDGE	<p>Unit 4: Stormy clouds</p> <p>In this unit, students explore how visual language can be used to communicate and relate to mood and experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore the depiction of weather in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks • experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning • display artworks and share ideas about choices made for visual language, techniques and processes in their artworks • describe and interpret mood and atmosphere created by weather in artworks. 	<p>Unit 5: Stories come to life</p> <p>In this unit, students will make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama • use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories • present drama that communicates ideas, including stories from their community, to an audience • respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal Peoples and Torres Strait Islander Peoples.
	ASSESSMENT	<p>Summative assessment</p> <p>Students makes and respond to artworks that show weather and feelings.</p>	<p>Summative assessment</p> <p>Students devise, perform and respond to drama using a picture book as stimulus.</p>

Music				
CURRICULUM KNOWLEDGE	Sing and Play Students will begin to develop their singing voice and the ability to keep the beat. Social skills like waiting for your turn and finding a partner will be a focus along with developing confidence, creativity, fine motor and gross motor skills and imagination. Students will begin to discuss different ways that music can be performed such as fast/slow, loud/soft and high/low.		Sing and Beat Students will continue to develop a strong sense of the beat by performing it in many ways including on un-tuned percussion instruments. They will perform many speech rhymes, finger plays and simple songs to develop their performance skills and in tune singing. Students will perform, listen to and respond to music exploring the comparatives of fast/slow, loud/soft and high/low. They will discuss many different places that people make music	
	Formative assessment Students: <ul style="list-style-type: none"> • sing greetings and simple songs individually and as a group • perform the beat as a group • recognise timbre of familiar sounds and music 		Summative assessment Students: <ul style="list-style-type: none"> • improvise actions on the beat in A section and frozen stances on phrases of B section. Lead the class to perform these • sing a greeting and a simple song • perform the beat in a variety of ways (keep beat by tapping legs with the class while singing a song; in pairs/individually on instruments, in feet, pointing to beat icons) • identify familiar un-tuned percussion instruments (visually and aurally). Describe music using comparatives (soft/loud, high/low, loud/soft) 	
Dance				
CURRICULUM KNOWLEDGE	Update coming soon	Update coming soon	Update coming soon	Update coming soon
	Summative assessment	Summative assessment	Summative assessment	Summative assessment
ASSESSMENT				

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	I am growing and changing (FLSS U1) Students will explore how they are growing and changing. They will name parts of the body and describe how their body has changed. Students will identify private parts of the body and understand when body parts should be kept private.	Emotions we feel (FLSS U2) Students will explore and describe different emotions they feel in different situations and share how their body reacts.	I am healthy, safe and active (FLSS U3) Student explore actions that help them stay healthy and physically active. They practise actions that promote health, safety and wellbeing, understanding the importance of personal hygiene practices.	I can keep myself safe (FLSS U4) Student practise protective behaviours to keep themselves safe and healthy in different situations. They identify people that make them feel loved, safe and supported and name trusted people in their community who can help them stay safe and healthy.
	ASSESSMENT	Summative assessment Students recognise how they are growing and changing.	Summative assessment Students identify and describe the different emotions people experience.	Summative assessment Students identify actions that help them be healthy, safe and physically active. They demonstrate practices and protective behaviours to keep themselves safe and healthy in different situations.	Summative assessment Students demonstrate practices and protective behaviours to keep themselves safe and healthy in different situations.
		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	PMP Program Developing Foundation skills through the perceptual motor program.	Let's get moving (U1) Students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges.	Who wants to play? (U3) Students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings.	Catch that bean (U2) Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity.
	ASSESSMENT	Students demonstrate how to move and play safely.	Summative assessment Students perform fundamental movement skills. They describe how their body responds to movement.	Summative assessment Students use personal and social skills when working with others in a range of activities. They perform fundamental movement skills and solve movement challenges.	Summative assessment Students perform fundamental movement skills and solve movement challenges. They demonstrate practices to keep themselves safe and healthy in different activities.