

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	<p><b>Imaginative text focus</b></p> <p><b>Sharing thoughts and feelings (U1)</b></p> <p>Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along.</p> <p>They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, various types of stories, rhyming verse and poems.</p> <p>Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes.</p> <p>Students engage in shared and independent writing and/or learning experiences to create short texts for example: pictorial representations, short statements, performances and short recounts, to retell, interact and share ideas about stories and express their preferences for characters and texts.</p>	<p><b>Informative text focus</b></p> <p><b>Exploring informative texts (U2)</b></p> <p>Students engage with a variety of authentic texts, including non-fiction texts, through shared reading, viewing and storytelling. These texts include topics that reflect upon and expand their world. They consist of a range of literature from Australian and world authors, including First Nations Australian authors.</p> <p>Students make connections between layout, images and text types. They expand topic-specific vocabulary through planned and informal experiences with texts, images, and objects.</p> <p>Students draw and write to create short texts that record and report ideas or events using learnt vocabulary.</p>	<p><b>Informative text focus</b></p> <p><b>Exploring and sharing experiences (U3)</b></p> <p>Students engage with texts which contain straightforward sequences of events and everyday happenings, for example: informative texts that retell real experiences, and imaginative texts that include events or happenings experienced by the characters.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories, non-fiction, multimodal texts and dramatic performances.</p> <p>Through texts, students recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school. They explore language for expressing and developing ideas when retelling experiences or events in stories. Students make connections to personal or character experiences, and explore how feelings and preferences relating to these experiences might be expressed.</p> <p>Students engage in shared and independent writing and/or learning experiences to create short spoken and written texts to retell events everyday happenings, using language to sequence events, and express thoughts and feelings.</p>	<p><b>Imaginative text focus</b></p> <p><b>Exploring imaginative texts (U4)</b></p> <p>Students engage with spoken, written and multimodal texts which feature characters, clear events, beginnings and endings.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories and poems.</p> <p>Through texts students explore how characters and events are represented and language used to describe them. They build on their understanding of imaginative texts, exploring text structures and language features including how sentences work to make meaning and connections between print and images.</p> <p>Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar imaginative stories. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.</p>
	ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students share ideas about a familiar imaginative story with peers.</p>	<p><b>Summative assessment</b></p> <p>Students read, view and comprehend a simple informative text</p> <p>Students create a short written informative text, using words and images, about a topic.</p>	<p><b>Summative assessment</b></p> <p>Students create a short spoken text to retell an experience.</p>	<p><b>Summative assessment</b></p> <p>Students read, view and comprehend an imaginative text.</p> <p>Students create a short written text to retell a familiar story.</p>

		SEMESTER ONE		SEMESTER TWO	
MATHEMATICS	CURRICULUM KNOWLEDGE	<p>Students develop proficiency and positive dispositions towards mathematics and its use as they:</p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>• look for and make connections between number names, numerals and quantities</li> <li>• learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts</li> <li>• develop a sense of sameness, difference and change when engaging in play-based activities about patterns</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>• develop a sense of sameness, difference and change when engaging in play-based activities describing position and location</li> <li>• bring mathematical meaning to the use of familiar terms and language when explaining thinking about position and location</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify and compare data</li> <li>• bring mathematical meaning to the use of familiar terms and language when posing and responding to questions about data, and explaining thinking and reasoning</li> </ul>	<p>Students develop proficiency and positive dispositions towards mathematics and its use as they:</p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</li> <li>• explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, adding to and taking away from collections to at least 10</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events</li> </ul>	<p>Students develop proficiency and positive dispositions towards mathematics and its use as they:</p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</li> <li>• explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>• name, create and compare shapes, using elementary mathematical reasoning in active learning experiences</li> <li>• develop a sense of sameness, difference and change when engaging in play-based activities about shapes</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects</li> </ul>	<p>Students develop proficiency and positive dispositions towards mathematics and its use as they:</p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>• look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</li> <li>• learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts</li> </ul>
	ASSESSMENT	<p><b>Summative assessment</b></p> <p>Space: (Monitoring) describe the position and location of themselves and objects in relation to other people and objects.</p> <p>Statistics: Students collect, sort and compare data.</p>	<p><b>Summative assessment</b></p> <p>Number: Students partition and combine collections up to 10 in different ways. Students represent practical situations involving quantifying, adding to and taking away from collections to at least 10.</p>	<p><b>Summative assessment</b></p> <p>Number: Students represent practical situations involving quantifying, equal sharing, adding to and taking away from collections to at least 10.</p> <p>Space: Students name, create and sort shapes, giving reasons.</p>	<p><b>Summative assessment</b></p> <p>Number and algebra: Students partition, combine and compare collections.</p>

		SEMESTER ONE		SEMESTER TWO	
		DIGITAL TECHNOLOGIES		DESIGN AND TECHNOLOGIES	
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p><b>Unit 1: Computers – Hand Helpers</b> <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"> <li>recognise and explore how digital and information systems are used for particular purposes in daily life</li> <li>collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li> <li>describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts</li> <li>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</li> <li>work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li> </ul>		<p><b>Unit 2: Grow, grow, grow</b> <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"> <li>investigating how food and fibre are grown to meet human needs</li> <li>generating and developing design ideas for a functional growing environment</li> <li>producing a simple drawing that represents their design</li> <li>evaluating their design and presentation processes, using personal preferences</li> <li>collaborating by working with others and managing by following sequenced steps for the project.</li> </ul> <p>Suggested partner units:</p> <ul style="list-style-type: none"> <li>Science Prep Unit 1 – Our living world</li> <li>Science Year 2 Unit 3 – Good to grow</li> </ul>	
	ASSESSMENT	<p><b>Summative assessment</b></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><b>Summative assessment</b></p> <p>Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare healthy food.</p>	
SCIENCE	CURRICULUM KNOWLEDGE	<p><b>Unit 4: Move it, Move it</b></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>	<p><b>Unit 3: Weather watch</b></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><b>Unit 2: Our material world</b></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><b>Unit 1: Our living world</b></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>
	ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students describe the properties and behaviour of familiar objects. To share and reflect on observations and ask questions about familiar objects</p>	<p><b>Summative assessment</b></p> <p>Students suggest how the weather affects themselves and other living things. They share observations about the weather.</p>	<p><b>Summative assessment</b></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><b>Summative assessment</b></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>

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOWLEDGE	<p><b>Unit 1: My family history</b></p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> <li>• What is my history and how do I know?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• explore the nature and structure of families</li> <li>• identify their own personal history, particularly their own family backgrounds and relationships</li> <li>• examine diversity within their family and others</li> <li>• investigate familiar ways family and friends commemorate past events that are important to them</li> <li>• recognise how stories of families and the past can be communicated through sources that represent past events</li> <li>• present stories about personal and family events in the past that are commemorated.</li> </ul>	<p><b>Unit 2: My special places</b></p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> <li>• What are place like?</li> <li>• What makes a place special</li> <li>• How can we look after the places we live in?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• explore a globe, locating Australian, and identifying land and sea</li> <li>• identify common school areas</li> <li>• explore Aboriginal symbols</li> <li>• present a place special to them using directional language</li> <li>• discover how to care for special places</li> <li>• explore our local community</li> </ul>
	ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students explore important events celebrated in their lives, and identify how people and objects help them to remember.</p>	<p><b>Summative assessment</b></p> <p>Students –</p> <p><b>Inquiry A</b></p> <ul style="list-style-type: none"> <li>• <i>Oral</i> – describe what the globe is, locate Australia on a globe, and identify land and sea.</li> <li>• <i>Draw, label and orally describe</i> – Map of common school areas (school walk).</li> <li>• <i>Oral</i> – Identify on an Aboriginal map symbols.</li> <li>• <i>Oral</i> – Show and share – Show a photo of their home and someone special's home. Talk about what is same and different. Use directional language to explain how near or far these homes are.</li> </ul> <p><b>Inquiry B</b></p> <ul style="list-style-type: none"> <li>• <i>Draw and conference</i> – My special place</li> <li>• <i>Interview</i> – Our school</li> </ul>

		SEMESTER ONE	SEMESTER TWO	
		Visual Arts	Drama	
THE ARTS	CURRICULUM KNOWLEDGE	<p><b>Unit 4: Stormy clouds</b></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"> <li>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</li> <li>experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning</li> <li>display artworks and share ideas about choices made for visual language, techniques and processes in their artworks</li> <li>describe and interpret mood and atmosphere created by weather in artworks.</li> </ul>	<p><b>Unit 5: Stories come to life</b></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"> <li>explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama</li> <li>use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories</li> <li>present drama that communicates ideas, including stories from their community, to an audience</li> <li>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.</li> </ul>	
	ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students makes and respond to artworks that show weather and feelings.</p>	<p><b>Summative assessment</b></p> <p>Students devise, perform and respond to drama using a picture book as stimulus.</p>	
			<b>Music</b>	
	CURRICULUM KNOWLEDGE	<p><b>Sing and Play</b></p> <p>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.</p>	<p><b>Sing and Beat</b></p> <p>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.</p>	
ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>sing a greeting in response to a teacher greeting</li> <li>perform the beat on a drum and as different actions</li> <li>identify familiar un-tuned percussion instruments, groups of performers and pitch direction</li> <li>identify the music comparatives of soft/loud, high/low, loud/soft</li> </ul>	<p><b>Summative assessment</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>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, pointing to beat icons, walking to the beat)</li> <li>identify familiar un-tuned percussion instruments (visually and aurally). Describe music using comparatives (soft/loud, high/low, loud/soft)</li> <li>Sing indigenous and Torres Strait islander songs while playing the beat on indigenous and islander instruments</li> <li>create music that communicates ideas by Improvising on the Nursery rhyme “Hickory Dickory Dock” and then sing and keep the beat</li> </ul>		

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	<p><b>I am growing and changing (FLSS U1)</b></p> <p>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.</p>	<p><b>Emotions we feel (FLSS U2)</b></p> <p>Students will explore and describe different emotions they feel in different situations and share how their body reacts.</p>	<p><b>I am healthy, safe and active (FLSS U3)</b></p> <p>Students 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.</p>	<p><b>I can keep myself safe (FLSS U4)</b></p> <p>Students 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.</p>
	ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students can identify how they are growing and changing. They will name parts of the body and identify private parts of their bodies and when they should be kept private.</p>	<p><b>Summative assessment</b></p> <p>Students identify and describe the different emotions people experience. Students recognise how they are growing and changing.</p>	<p><b>Summative assessment</b></p> <p>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.</p>	<p><b>Summative assessment</b></p> <p>Students demonstrate practices and protective behaviours to keep themselves safe and healthy in different situations.</p>
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p><b>Gross Motor Program – Football (soccer) Skills</b></p> <p>Developing Foundation skills through the perceptual motor and gross motor program while moving and playing safely.</p>	<p><b>Athletics</b></p> <p>Students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, throwing and apply these skills in athletic events to solve movement challenges.</p>	<p><b>Mini Volleyball</b></p> <p>Students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings.</p> <p>They will perform fundamental movement skills and solve movement challenges in a range of volleyball games and activities.</p>	<p><b>Tennis</b></p> <p>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.</p> <p>Students perform fundamental movement skills and solve movement challenge when performing a range of skills of tennis activities. They will demonstrate practices to keep themselves safe and healthy in different activities.</p>
	ASSESSMENT	<p>Students demonstrate how to move and play safely.</p>	<p><b>Summative assessment</b></p> <p>Students perform fundamental movement skills. They describe how their body responds to movement when running, jumping and throwing in athletic events.</p>	<p><b>Summative assessment</b></p> <p>Students use personal and social skills when working with others in a range of activities. They perform fundamental movement skills and solve movement challenges in a range of volleyball activities.</p>	<p><b>Summative assessment</b></p> <p>Students perform fundamental movement skills and solve movement challenge when performing the skills of tennis. They demonstrate practices to keep themselves safe and healthy in different activities.</p>