

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	<p><i>Imaginative text focus</i></p> <p>Engaging with stories for enjoyment (U1)</p> <p>Students engage with a variety of texts for enjoyment including picture books, stories and films. They participate in shared reading, viewing and storytelling of texts that expand and reflect their world and involve straightforward sequences of events and everyday happenings. Texts may include traditional oral narratives and literature of First Nations Australians.</p> <p>Students make connections between characters, settings and events and link ideas to personal experiences.</p> <p>Students interact with others for the purpose of retelling a short, spoken text.</p>	<p><i>Informative text focus</i></p> <p>Recounting an experience (U2)</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><i>Imaginative text focus</i></p> <p>Engaging with rhyme (U3)</p> <p>Students explore spoken, written and multimodal texts including poetry, rhymes, chants, songs and dramatic performances. They consider the purposes of these texts. Texts may include classic and contemporary literature from wide-ranging Australian and world authors, including the literature of First Nations Australians.</p> <p>Students explore rhyming words, alliteration patterns, syllables and sounds in texts. They use these as models to create their own short imaginative response and present their texts to an audience.</p>	<p><i>Informative text focus</i></p> <p>Sharing our thoughts and feelings (U4)</p> <p>Students engage with a variety of oral texts, picture books, films, stories, non-fiction, multimodal texts and dramatic performances including the literature of Australian and world authors. These texts reflect and expand on their world.</p> <p>Students make connections to personal experiences and respond to a topic or event to express feelings and thoughts through role play and multimodal texts.</p>
MATHEMATICS	CURRICULUM KNOWLEDGE	<p>Term 1</p> <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 — counting by naming numbers in sequences, initially to and from 20, moving from any starting point; connect number names, numerals and quantities, including zero initially up to 10 and then beyond; subitise small collections of objects. • Patterns and algebra — sort and classify familiar objects; copy, continue and create patterns with drawings and objects. • Using units of measurement — direct and indirect comparisons to decide which is longer, heavier or holds more; connect days of the week to familiar events and actions. • Shape – Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment. 	<p>Term 2</p> <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 — counting by naming numbers in sequences, initially to and from 20, moving from any starting point; connect number names, numerals and quantities, including zero initially up to 10 and then beyond; subitise small collections of objects; compare, order and make correspondences between collections and explain reasoning. • Patterns and algebra — sort and classify familiar objects; copy, continue and create patterns with drawings and objects. • Using units of measurement — connect days of the week to familiar events and actions. • Shape – Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment • Location and transformation — describe position and movement 	<p>Term 3</p> <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 — counting by naming numbers in sequences, initially to and from 20, moving from any starting point; connect number names, numerals and quantities, including zero initially up to 10 and then beyond; subitise small collections of objects; compare, order and make correspondences between collections and explain reasoning; represent practical situations to model addition and sharing. • Using units of measurement — compare and order duration of events using everyday language of time; connect days of the week to familiar events and actions. • Shape – Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment • Location and transformation — describe position and movement • Data representation and interpretation – answer yes/no questions to collect information and make simple inferences. 	<p>Term 4</p> <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 — counting by naming numbers in sequences, initially to and from 20, moving from any starting point; connect number names, numerals and quantities, including zero initially up to 10 and then beyond; subitise small collections of objects; compare, order and make correspondences between collections and explain reasoning; represent practical situations to model addition and sharing. • Using units of measurement — direct and indirect comparisons to decide which is longer, heavier or holds more; connect days of the week to familiar events and actions. • Shape – Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment.
		ASSESSMENT	<p>Summative assessment</p> <p><i>Students compare objects using mass, length and capacity.</i></p> <p><i>Student group objects based on common characteristics and sort shapes and objects.</i></p>	<p>Summative assessment</p> <p><i>Students make connections between names, numbers and quantities up to 10.</i></p> <p><i>Students use appropriate language to describe location.</i></p>	<p>Summative assessment</p> <p><i>Student connect events and the days of the week. They explain the order and duration of events.</i></p> <p>Students answer simple questions to collect information and make simple inferences.</p>

		SEMESTER ONE		SEMESTER TWO	
		DIGITAL TECHNOLOGIES		DESIGN AND TECHNGIES	
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>	
SCIENCE	CURRICULUM KNOWLEDGE	<p>Unit 1: Our living world 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 2: Our material world 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 3: Weather watch 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 4: Move it, Move it 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 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 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 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 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 place like? • What makes a place special • How can we look after the places we live in? <p>In this unit, students:</p> <ul style="list-style-type: none"> • explore a globe, locating Australian, and identifying land and sea • identify common school areas • explore Aboriginal symbols • present a place special to them using directional language • discover how to care for special places • explore our local community
	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 –</p> <p>Inquiry A</p> <ul style="list-style-type: none"> • <i>Oral</i> – describe what the globe is, locate Australia on a globe, and identify land and sea. • <i>Draw, label and orally describe</i> – Map of common school areas (school walk). • <i>Oral</i> – Identify on an Aboriginal map symbols. • <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. <p>Inquiry B</p> <ul style="list-style-type: none"> • <i>Draw and conference</i> – My special place • <i>Interview</i> – Our school

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		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	<p>Sing and Play</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>Sing and Beat</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>Formative assessment</p> <p>Students:</p> <ul style="list-style-type: none"> sing a greeting in response to a teacher greeting perform the beat on a drum and as different actions identify familiar un-tuned percussion instruments, groups of performers and pitch direction identify the music comparatives of soft/loud, high/low, loud/soft 	<p>Summative assessment</p> <p>Students:</p> <ul style="list-style-type: none"> sing a greeting 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) identify familiar un-tuned percussion instruments (visually and aurally). Describe music using comparatives (soft/loud, high/low, loud/soft) create music that communicates ideas by Improvising on the Nursery rhyme “Hickory Dickory Dock” and then sing and keep the beat 		

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HEALTH	CURRICULUM KNOWLEDGE	<p>I am growing and changing (FLSS U1)</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>Emotions we feel (FLSS U2)</p> <p>Students will explore and describe different emotions they feel in different situations and share how their body reacts.</p>	<p>I am healthy, safe and active (FLSS U3)</p> <p>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.</p>	<p>I can keep myself safe (FLSS U4)</p> <p>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.</p>
	ASSESSMENT	<p>Summative assessment</p> <p>Students recognise how they are growing and changing.</p>	<p>Summative assessment</p> <p>Students identify and describe the different emotions people experience.</p>	<p>Summative assessment</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>Summative assessment</p> <p>Students demonstrate practices and protective behaviours to keep themselves safe and healthy in different situations.</p>
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p>PMP Program</p> <p>Developing Foundation skills through the perceptual motor program.</p>	<p>Let's get moving (U1)</p> <p>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.</p>	<p>Who wants to play? (U3)</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>Catch that bean (U2)</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>
	ASSESSMENT	<p>Students demonstrate how to move and play safely.</p>	<p>Summative assessment</p> <p>Students perform fundamental movement skills. They describe how their body responds to movement.</p>	<p>Summative assessment</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.</p>	<p>Summative assessment</p> <p>Students perform fundamental movement skills and solve movement challenges. They demonstrate practices to keep themselves safe and healthy in different activities.</p>