

TERM 1		TERM 2	
TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK	TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK

ENGLISH

READING	<p>UNIT: CREATING A COMMUNITY OF READERS Launching the Reading Workshop LEVEL 1 Reading and Viewing</p> <p>When reading, students use knowledge of the relationships between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning.</p>	<p>Read Aloud Text</p> <p>Students are given a text at their level and assessed for their knowledge of high frequency words and phonemic awareness.</p>	<p>Unit: reading and understanding informative & persuasive texts LEVEL 1 Reading and Viewing</p> <p>When reading, students use knowledge of the relationships between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal meaning.</p>	<p>Read Aloud Text</p> <p>Students are given a text at their level and assessed for their knowledge of high frequency words phonemic awareness answer literal comprehension questions about the reading.</p>
WRITING	<p>UNIT 1: CREATING A COMMUNITY OF WRITERS Launching the Writer’s Workshop UNIT: IMAGINATIVE LEVEL 1 Writing</p> <p>When writing, students provide details about ideas or events, and details about the participants in those events.</p>	<p>Recount</p> <p>Recount of Teddy Bears’ Picnic with a detailed illustration.</p>	<p>UNIT: PERSUASIVE Exploring the different ways to persuade UNIT: INFORMATIVE/PERSUASIVE Aligned with Oratory – Speeches</p> <p>When writing, students provide details about ideas or events, and details about the participants in those events.</p>	<p>Letter writing</p> <p>Write a letter to a friend or family member retelling a recent event – Link Inquiry topic.</p>
SPEAKING & LISTENING	<p>LEVEL 1 Speaking and Listening</p> <p>Students listen to and use appropriate interaction skills to respond to others in a familiar environment. In informal group and whole-class settings, students communicate clearly.</p>	<p>Show and Tell</p> <p>Students respond by asking questions or providing feedback.</p>	<p>LEVEL 1 Speaking and Listening</p> <p>They retell events and experiences with peers and known adults.</p>	<p>Small Group discussion</p> <p>Link to Inquiry topic.</p>

MATHEMATICS

NUMBER & ALGEBRA	UNIT: Numbers to 100 Students count to and from 100 and locate these numbers on a number line.		UNIT: Place Value They partition numbers using place value and carry out simple additions and subtractions, using counting strategies.	UNIT: Number I dropped my counters - Work sample Assessment Samples.
MEASUREMENT & GEOMETRY	UNIT: Location Students use the language of distance and direction to move from place to place.	UNIT: Geometry Create a map from the classroom to the sandpit for a new student (through, around and turn)	UNIT: Time They tell time to the half-hour and explain time durations. Students describe two-dimensional shapes and three-dimensional objects.	
STATISTICS & PROBABILITY	UNIT: Data Students describe data displays. They ask questions to collect data and draw simple data displays. Students classify outcomes of simple familiar events.		UNIT: Chance Students classify outcomes of simple familiar events.	

INTEGRATED-INQUIRY

INTEGRATED-INQUIRY ODD YEAR	Present and past family life (1) (mini unit - 5 weeks) Inquiry Questions: How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past? How do we describe the sequence of time?			
INTEGRATED-INQUIRY EVEN YEAR				
SCIENCE ODD YEAR	UNIT: Physical Sciences (1): Using the senses (mini unit - 5 weeks) Students use their senses to explore the world around them and record informal measurements to make and compare observations.	Labelled Drawing Life Cycle of a Seed	UNIT: Biological Sciences WILD ZOO-AUSTRALIAN ANIMALS Comparing Animal Habitats How Living Things Grow and Develop (1 & 2) Living things grow, change and have offspring similar to themselves. They identify and describe the changes to living things and things in their local environment. They suggest how the environment affects them and other living things. Students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes.	Life Cycle of an Animal Drawing Make poster on Animal conservation.
SCIENCE EVEN YEAR	Chemical Sciences Changes in Materials (1) Everyday materials can be physically changed in a variety of ways Chemical Sciences Mixing Things Together (2) Different materials can be combined, including by mixing, for a particular purpose.	Making Icy poles Experiment		
DIGITAL TECHNOLOGY	Ipads IN THE CLASSROOM		Ipads IN THE CLASSROOM	

SPECIALISTS

PE	BALL SKILLS		BALL SKILLS	
PERFORMING ARTS	PAINTING		PAINTING	
VISUAL ARTS	DANCE		DANCE	
GLOBAL LEARNING	POSITIVE START Personal and Social Capability (CARING, COMMUNICATORS, REFLECTIVE, COURAGEOUS & RESILIENT, BALANCED)		Critical and Creative Thinking Capability (KNOWLEDGEABLE, THINKER, INQUIRER)	

TERM 3		TERM 4	
TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK	TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK

ENGLISH

READING	<p>UNIT: READING AND UNDERSTANDING INFORMATIVE TEXTS</p> <p>LEVEL 1 Reading and Viewing</p> <p>By the end of Level 1, students understand the different purposes of texts. They identify that texts serve different purposes and that this affects how they are organised.</p>	<p>Information Text</p> <p>Create an information text about a chosen topic including features of non-fiction texts.</p>	<p>UNIT: READING AND UNDERSTANDING POETRY</p> <p>LEVEL 1 Reading and Viewing</p> <p>They make connections to personal experience when explaining characters and main events in short texts. They recall key ideas and recognise literal and implied meaning in texts.</p>	<p>Make a CONNECTION!</p> <p>The diagram shows three boxes with arrows pointing to them from the left. The top box is labeled 'text to self' and includes an illustration of two children reading. The middle box is labeled 'text to text' and includes an illustration of an open book. The bottom box is labeled 'text to world' and includes an illustration of a globe.</p>
WRITING	<p>UNIT: IMAGINATIVE: POETRY</p> <p>Exploring the World of Free Verse and 2 Two Poetry Forms</p> <p>UNIT: OPEN CYCLE</p> <p>Students accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They and use capital letters and full stops appropriately.</p>	<p>Sensory Poem</p> <p>Write a sensory poem about a given topic or experience.</p>	<p>UNIT: IMAGINATIVE</p> <p>Authors as Mentors</p> <p>Exploring and using the craft of the following authors:</p> <p>UNIT: MULTI-GENRE</p> <p>Exploring how to write about a topic in a variety of interesting forms. Students accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They and use capital letters and full stops appropriately.</p>	<p>Wanted Poster</p> <p>Create a wanted poster about a character. Work sample 7 –Assessment Samples.</p>
SPEAKING & LISTENING	<p>LEVEL 1 Speaking and Listening</p> <p>They can identify rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and use rhyme, letter patterns and sounds in words.</p>	<p>Rhyme Game</p> <p>Circle rhyme game</p>	<p>LEVEL 1 Speaking and Listening</p> <p>They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole-class settings, students communicate clearly.</p>	<p>Book Talk</p> <p>Using five finger strategies- title, setting, characters, problem and solution.</p>

MATHEMATICS

NUMBER & ALGEBRA	UNIT: Money Students recognise Australian coins according to their value. They identify representations of one half.		UNIT: Skip Counting Patterns Students describe number sequences resulting from skip counting by 2s, 5s and 10s. They continue simple patterns involving numbers and objects with and without the use of digital technology.	UNIT: Number What is the number? Place value- work sample 7
MEASUREMENT & GEOMETRY	UNIT: Units of Measurement Students use informal units of measurement to order objects based on length, mass and capacity.	UNIT: Measurement Capacity Work Sample 12	UNIT: Shape Students describe two-dimensional shapes and three-dimensional objects.	
STATISTICS & PROBABILITY	UNIT: Data They ask questions to collect data and draw simple data displays.		UNIT: Data Students describe data displays. They ask questions to collect data and draw simple data displays. Students classify outcomes of simple familiar events.	

INTEGRATED-INQUIRY

INTEGRATED-INQUIRY ODD YEAR	UNIT: History of Toys through the years The past in the present (2) (mini - unit 5 weeks) Students explain aspects of daily life to Identify how some have changed over recent time while others have remained the same.	Asking Questions Students use and give examples of different types of questions.		Description- Describe the purpose of a Sea Sanctuary
INTEGRATED-INQUIRY EVEN YEAR			UNIT: GEOGRAPHY A Sea SANCTUARY; Places have distinctive features (1) Describe, a, site or event of significance in the local community. Students sequence events in order, using a range of terms relating to time. They use sources (physical, visual, oral) including the perspectives of others (parents, grandparents) to describe changes to daily life and the significance of people, places or events Inquiry Questions: What are the different features of places? How can we care for places? How can spaces within a place be rearranged to suit different purposes? People are connected to many places (2) Inquiry Questions: What is a place? How are people connected to their place and other places? What factors affect my connection to places?	
SCIENCE ODD YEAR	UNIT: Physical Sciences - (mini - unit 5 weeks) Push and Pull (2) A push or a pull affects how an object moves or changes shape. Physical Sciences Push and Pull A push or a pull affects how an object moves or changes shape	Making a Toy Make a toy that you can push and pull to move.	UNIT: Biological Sciences UNDER THE SEA Comparing Animal Habitats How Living Things Grow and Develop (1 & 2) They identify and describe examples of the external features and basic needs of living things. Students generate ideas that are new to them and make choices after considering personal preferences.	How are sea animals adapted to the sea?

<p>SCIENCE</p> <p>EVEN YEAR</p>	<p>Earth and Space Sciences Changes in our Environment (1)</p> <p>Observable changes occur in the sky and landscape.</p> <p>Earth and Space Sciences Water at Home and School (2)</p> <p>Earth's resources, including water, are used in a variety of ways..</p>			
<p>DIGITAL TECHNOLOGY</p>	<p>Ipads IN THE CLASSROOM</p>		<p>Ipads IN THE CLASSROOM</p>	
<p>PE</p>	<p>FITNESS SKILLS</p>		<p>FITNESS SKILLS</p>	
<p>PERFORMING ARTS</p>	<p>DRAMA</p>		<p>MUSIC</p>	
<p>VISUAL ARTS</p>	<p>PRINTING</p>		<p>PRINTING</p>	
<p>GLOBAL LEARNING</p>	<p>Ethical Capability (PRINCIPLED)</p>		<p>Intercultural Understanding (OPEN MINDED)</p>	