

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

ENGLISH

READING	<p>Unit: Mentor Books - Big Books</p> <p>FOUNDATION LEVEL Reading and Viewing</p> <p>They identify the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters.</p>	<p>Letter/sound recognition task.</p>	<p>Unit: Mentor Texts - Pattern books</p> <p>FOUNDATION LEVEL Reading and Viewing</p> <p>They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters.</p>	<p>Making a Connection</p> <p>Use a common story (birthday) and read to them and they draw/write a connection; teacher to scribe.</p>
WRITING	<p>Unit: Writer’s workshop immersion</p> <p>FOUNDATION LEVEL Writing</p> <p>When writing, students use images to convey ideas. They show beginning writing behaviours.</p>	<p>Personal narrative:</p> <p>Convey a message using images and some writing behaviours.</p>	<p>Unit: Pattern books – writing shared and individual (1-2 days), personal narrative (3-4 days).</p> <p>FOUNDATION LEVEL Writing</p> <p>When writing, students use images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours.</p>	<p>Repetitive Text</p> <p>Students complete a repetitive text using drawings and beginning sounds.</p>
SPEAKING & LISTENING	<p>FOUNDATION LEVEL Speaking and Listening</p> <p>Students listen to and use appropriate interaction skills to respond to others in a familiar environment.</p>	<p>Observation</p> <p>Show and Tell</p>	<p>FOUNDATION LEVEL Speaking and Listening</p> <p>Students understand that their texts can reflect their own experiences. In informal group and whole-class settings, students communicate clearly. They retell events and experiences with peers and known adults.</p>	<p>Recount</p> <p>Teddy Bears Picnic Recount (Written and verbal).</p>

MATHEMATICS

NUMBER & ALGEBRA	Unit: Numbers to 20 Number and number names to 20 Students connect number names and numerals with sets of up to 20 elements	Numbers to 10 Match Collections to numerals up to 10 and beyond.		Snake task: length. Longest and shortest snake.
MEASUREMENT & GEOMETRY			Unit: Length Students identify measurement attributes in practical situations and compare lengths.	
STATISTICS & PROBABILITY	Unit: Data Answer yes/no questions to collect data	Anecdotal		
INTEGRATED-INQUIRY	Unit: ALL ABOUT ME Students describe personal and family life, a person, site or event of significance in the local community.	Family Picture Draw a picture of family (scribe)	Unit: LIVING THINGS Biological Sciences - Living and non-living Students identify and describe examples of the external features and basic needs of living things. Integrate in Living Things Unit- Informative Exploring non-fictional informative writing Lists and Procedures	Cut and Paste Match Living and non-living'
PE	Ball Skills		Fitness Skills	
VISUAL ARTS	Drawing		Drawing	
PERFORMING ARTS	Dance		Dance	
GLOBAL LEARNING	CARING		COURAGEOUS AND RESILIENT	

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

ENGLISH

READING	<p>Unit: Mentor Text - Fairy tales</p> <p>FOUNDATION LEVEL Reading and Viewing</p> <p>They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics.</p>	<p>Retell</p> <p>Beginning, middle, end of fairy tale (see page 5 acara).</p>	<p>Unit: Poetry and visualisation</p> <p>FOUNDATION LEVEL Reading and Viewing</p> <p>Students use questioning and monitoring strategies to make meaning from texts.</p>	<p>Making Predictions</p> <p>Students are shown the front cover of a book and asked to predict what might happen in the text and to record their prediction in drawing and writing. They are asked to explain their prediction.</p>
WRITING	<p>Unit: Narrative/imaginative</p> <p>FOUNDATION LEVEL Writing</p> <p>Students use familiar words and images to convey ideas. Their writing shows evidence of letter and sound knowledge.</p>	<p>Complete an end of a story.</p> <p>(Paper bag princess). (Assessing use of familiar and matching images).</p>	<p>Unit: Poetry/imaginative</p> <p>FOUNDATION LEVEL Writing</p> <p>When writing, students are experimenting with capital letters and full stops. They correctly form all upper- and lower-case letters.</p> <p>Persuasive</p> <p>Exploring the different ways to persuade.</p>	<p>Personal narrative</p> <p>Assessing letter formation on dotted thirds and use of punctuation.</p>
SPEAKING & LISTENING	<p>FOUNDATION LEVEL Speaking and Listening</p> <p>They identify and describe likes and dislikes about familiar texts, objects, characters and events.</p>	<p>Likes and Dislikes</p> <p>Students draw/write about their favourite fairy tale character and explain why.</p>	<p>FOUNDATION LEVEL Speaking and Listening</p> <p>They can identify rhyme, letter patterns and sounds in words. They identify and use rhyme, letter patterns and sounds in words.</p>	<p>Rhyming Words</p> <p>Students complete a matching rhyming word assessment.</p>

MATHEMATICS

NUMBER & ALGEBRA	Unit: Comparing Groups FOUNDATION Number and Algebra Students use counting strategies to solve problems that involve comparing.	Comparing groups of objects Join two groups of objects and explain their thinking. Draw pictures and teacher scribes their reasoning.		
MEASUREMENT & GEOMETRY			Unit: Shapes FOUNDATION Measurement & Geometry Students identify simple shapes in their environment and sort shapes by their common and distinctive features	Identifying and drawing shapes Identify circle, square, triangle and rectangle in the environment. Draw a picture of these objects and explain. Draw one or more.
STATISTICS & PROBABILITY				
INTEGRATED-INQUIRY	Unit: People live in different places Humanities –Geography They identify how people are connected to different places and explain the value of places to people. They describe different ways that places can be cared for.	My Favourite Place Draw your favourite place and describe (scribe) and how you take care of it.	Unit: How the environment affects people Science – Earth and space sciences They suggest how the environment affects them and other living things.	What will I wear? What do you wear when it is hot/or cold depending on your favourite weather. Draw and label.
PE	Ball Skills		Fitness Skills	
VISUAL ARTS	Collage		Collage	
PERFORMING ARTS	Drama		Music	
GLOBAL LEARNING	COMMUNICATOR		BALANCED	