



Curriculum Overview



In Term 3, we will be learning about the following topics in each curriculum area:

English: Expressing opinions about procedures in texts

Students engage with a range of texts that contain topics or story elements that can be presented as a procedure. They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts.

Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details.

Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations.

This learning area will be taught, assessed and reported on.

Mathematics:

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- demonstrate that numbers can be represented, partitioned and composed in various ways (for example: partition collections into equal groups, skip count) and extend their knowledge of numbers beyond two digits,
- use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers,
- use spatial features to classify shapes and objects and recognise shapes and objects in the environment and communicate reasoning (for example: explaining choices when ordering objects),
- explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning, and
- measure the length of shapes and objects using uniform informal units in an everyday situation.

This learning area will be taught, assessed and reported on.

Science: Biological Science and Physical Sciences

Students will finalise their observations of daily, weekly and seasonal changes in their local environment, and learning how these changes affect everyday choices like clothing and activities. Students will then move into their next learning focus, where students explore how living things meet their needs in different places. Through engaging activities, they will learn about basic needs such as food, water and shelter, and share their understanding through drawings, models and simple explanations.

This learning area will be taught, assessed and reported on.

Humanities and Social Sciences: My Changing World

Student will investigate the question 'How has family life changed and stayed the same over time?' by exploring family structures and how these have changed or remained the same over time. They will explore the difference between their daily lives (childhood) and their parent and grandparents and compare what has changed over time by identifying similarities and differences. Students will identify a range of family structures and compare present structures to those of the past and examine the roles of family members over time and compare these with family roles today.

This learning area will be taught, assessed and reported on.

Health and Physical Education (HPE):

Students will explore personal qualities and investigate factors that influence and shape their identities. They will develop a greater awareness of their emotions and emotional responses and recognise how these may affect the feelings of themselves and others. They will identify ways to use their strengths and personal qualities to contribute to successful outcomes. Through story-telling, exploration and active play, students practise skills and strategies to manage emotions and develop respectful relationships.

This learning area will be taught, assessed and reported on.

Technology: Design and Technologies - Community Helpers! (Taught across Term 1 and Term 2)

Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a representation of a community helper.

This learning area will be taught and assessed but not reported on until Semester 2.

The Arts: Drama and Visual Arts

In weeks 1-4, students will conclude exploring how drama helps people understand roles, feelings and everyday situations in their lives, communities and the stories they experience.

For the remainder of the term in Visual Arts students explore the elements of art such as colour, line and form to create a self-portrait.

This learning area will be taught, assessed and reported on.