



English	<p>“Responding to text”</p> <p>In this unit, students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will write a letter to a main character from a familiar story and create a supporting image or illustration.</p>
Maths	<p>This term students will have opportunities to develop understandings of:</p> <ul style="list-style-type: none">• Using units of measurement - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, and connect days of the week to familiar events;• Number and place value - compare quantities, equalise quantities, describe equal quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, and identify equal parts of a whole;• Data representations and interpretation - identify questions, answer yes/no questions, use data displays to answer simple questions.
Science	<p>“Our material world”</p> <p>In this unit students will examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students will learn how to describe the properties of the materials from which objects are made and how to pose scientific 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>
Humanities and Social Sciences	<p>“My special places”</p> <p>In this unit, students will investigate ‘what are places like and what makes them special?’ They will understand that a place has features and a boundary can be represented on maps or globes. Students will recognise that what makes a place special is dependent on how people view the place or use the place. They will also observe and represent the location and features of places using pictorial maps and models, and reflect on learning to suggest ways they could contribute to the caring of a special place.</p>
Health	<p>“Looking out for others”</p> <p>In this unit students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings. Students will:</p> <ul style="list-style-type: none">• explore different ways of communicating emotions including facial, physical and verbal expressions• understand how emotional responses may differ between people and in different situations• understand the personal and social skills that can be used to interact with others• practise working cooperatively and including others in group situations.
The Arts – Dance	<p>Students will:</p> <ul style="list-style-type: none">• explore, improvise and organise dance ideas by exploring characters or action in stories or rhymes to make dance sequences using the elements of dance (space, time, dynamics, relationships);• use fundamental movement skills to develop technical skills when practising dance sequences that explore ideas about characters;• present dance sequences that communicate ideas about characters to an audience;• respond to dances about stories and characters, considering where and why people dance, including dances of Aboriginal and Torres Strait Islander peoples and Asian dance.
Technology	<p>Digital Technologies – systems and data</p> <p>Students will learn and apply digital technology knowledge and skills through guided play and tasks integrated into other subject areas. They will recognise and explore digital systems, both hardware and software components. Students will repeat and represent programming patterns to move a BeeBot robot to the required location.</p>