

# Curriculum Yearly Overview

Term 1	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Literacy</b>	<p><b>Reading:</b></p> <p><b>CAFE strategies:</b> Look at concepts of print, how does the text work? (CAFE: know where to begin reading, word by word reading, use pictures).</p> <p>Understand the concept of a word (CAFE - concept of a word / letter).</p> <p>Recognise that texts are made up of words and groups of words that have meaning.</p> <p>Retell events from the text (CAFE: retell the story / mental image, summarise and predict).</p> <p>Recognise author's purpose (CAFE - Author's purpose).</p> <p>Recognise and understand a variety of text types (CAFE - recognise text features and literary elements).</p> <p>Introduce sight words</p> <p>Develop class Library.</p> <p><b>Writing:</b> <i>Focus on organisation:</i> - build routine / expectation of Writers Workshop (resource tubs, share time, please read me tub etc).</p>	<p><b>Reading:</b></p> <p><b>CAFÉ strategies</b> Re-embed CAFE Strategies, and set up CAFE' wall.</p> <p>Identify and understand various text types.</p> <p>Recognise and discuss the author's purpose.</p> <p>Compare different kinds of images. Discuss how they contribute to meaning. (Narrative/information).</p> <p>Use comprehension strategies to build literal and inferred meaning.</p> <p>Sight words as needed.</p> <p>Develop a classroom library.</p> <p>Develop a vocabulary session that will run all year. Focus on different digraphs/sounds/sight words/Vowels.</p> <p><b>Speaking and Listening:</b> Express preferences for specific texts, and listen to the opinions of others.</p> <p><b>Writing:</b></p> <p>Introduce Writers' Workshop:</p>	<p><b>Reading</b></p> <p><b>CAFÉ strategies</b> Re-embed CAFE Strategies</p> <p>Reciprocal Reading embedded - applicable students</p> <p>Texts have different structures and language features to help serve its purpose. (Purpose and Message) - Discuss <b>text types</b> and <b>features</b> extensively throughout Term 1 to build schema</p> <p>Use comprehension to build literal meaning and begin to analyse texts.</p> <p>Sight words as needed</p> <p>Explicitly teach vocabulary</p> <p>Develop criteria for personal preference and implement a class library system.</p> <p><b>Writing:</b> Writers Workshop: What makes a good writer?</p> <p>Instill Independent routine (seed, drafting, editing, please read me)</p>	<p><b>Reading</b></p> <p>Introduce the roles of reciprocal reading: Predicting; questioning (literal &amp; inferential); clarifying (vocabulary &amp; meaning), summarising.</p> <p>Explore how texts vary based on the purpose, audience, message and context. Text types.</p> <p>Comprehension strategies to build literal and inferred meaning.</p> <p>Develop criteria for establishing personal preferences for literature (setting up a classroom library)</p> <p><b>Writing:</b> Introduce Writers Workshop: What makes a good writer?</p> <p>Purpose and audience (what do I want the audience to think/feel/know).</p> <p>Expectations of writers workshop (organisation; sustained writing time; conferencing; please read me tub).</p> <p>Introduce writer's notebooks. → 'touching my mind and heart' as seeds.</p>	<p><b>Reading</b></p> <p>Identifying, analysing using the roles of reciprocal reading.</p> <p>Identify purpose &amp; features used in imaginative, informative and persuasive texts.</p> <p>Identify features of online texts &amp; compare to paper texts.</p> <p>Text analysis searching for issues, author's intent.</p> <p>Develop a classroom library- based on genre.</p> <p>Comprehension strategies -Connecting ourselves to the text (using prior knowledge) -recognising text features. -recognising literacy elements.</p> <p><b>Writing:</b> What makes a good writer?</p> <p>Introduction and implementation of Writer's Workshop - Setting routines - Using table tubs - sustained writing</p>	<p><b>Reading:</b></p> <p>Identifying, analysing using the roles of reciprocal reading.</p> <p>Identify purpose &amp; features used in imaginative, informative &amp; persuasive texts.</p> <p>Investigate the organisation of texts into chapters, headings, subheadings, etc.</p> <p>Compare online/digital text features vs paper text features.</p> <p>Interpreting, analysing and evaluating a variety of text. Author's intent – individual style – Issues /themes</p> <p>Develop a classroom library- based on genre.</p> <p>Class Text Literature Circles (Establishing discussions /components of comprehension)</p> <p><b>Writing:</b> What makes a good writer?</p> <p>Reviewing the 6 TRAITS of writing Text structure, organisation</p>	<p><b>Reading:</b></p> <p>Class Text Literature Circles (Establishing discussions /components of comprehension)</p> <p>Author's play with language using humour, persuasion &amp; morals, ethics, bias.</p> <p>Investigate the organisation of texts into chapters, headings, subheadings, etc.</p> <p>Unpacking text to identify analytical images, like maps, figures, graph.</p> <p>Interpreting, analysing and evaluating a variety of text.</p> <p>Develop classroom library</p> <p><b>Writing:</b> What makes a good writer?</p> <p>Reviewing the 6 TRAITS of writing Text structure, organisation</p> <p>Using banks of known words as well as new vocabulary into writing.</p> <p>Linking writing to their text using a variety of strategies, i.e. specific</p>

	<p><i>Focus on ideas:</i></p> <ul style="list-style-type: none"> <li>- Introduce the concept of seeds / whole class notebook (develop seed shelf).</li> <li>- talk about thinking</li> <li>-begin to build spelling strategies (alphabet chart, beginning sounds, blending, sight words).</li> <li>- Focus on how we can show our thinking (drawing, letters).</li> <li>- Discuss what makes a good writer? What does writing look like? What environment do we need to write in?</li> <li>- Model writing with a range of text types.</li> <li>- Conduct conference.</li> </ul> <p>Letter and sound association.</p> <p><b>Spelling</b> Initial Code (Sounds Write).</p> <p><b>Speaking and listening:</b> Whole class sharetime (What does this look like? How do we show respect).</p>	<p>What does Writers' Workshop look like, feel and sound like?</p> <ul style="list-style-type: none"> <li>- Build routine and expectations.</li> <li>- Develop conference groups.</li> <li>- Introducing seeds.</li> <li>- Whole class PowerPoint.</li> <li>- Discuss what makes a good writer.</li> <li>- Develop resource tubs/ how to use what is in them.</li> </ul> <p>High frequency words.</p> <p>Different types of punctuation.</p> <p>How to use thinking tools to assist your planning. (Brainstorm and detail web).</p> <p><b>Speaking and Listening:</b> Share time is the best time. Active listening, showing interest, contributing ideas, and turn taking.</p> <p><b>Spelling:</b> Extended code (Sounds Write)</p>	<p>Developing and implementing whole class Writer's Notebook.</p> <p>Develop Seed Box (ongoing)</p> <p>Purpose and Message - What are you trying to say?</p> <p>Conference groups</p> <p>Focus groups</p> <p>Share Time - 'The Best Time'</p> <p><b>Spelling</b> Spelling Mastery</p>	<p>Explore seeds (develop seed box).</p> <p>Writing as thinking. Thinking tools and how to use them.</p> <p>Introduce and overview the 6 +1 traits.</p> <p>Explore language features appropriate to the audience and purpose.</p> <p>Punctuation</p> <p>Recognise word contractions, how they differ in informal and formal writing, and that apostrophes are used to signal missing letters.</p> <p><b>Speaking and Listening:</b> Share time.</p> <p>Explore how language can be varied to be more or less forceful.</p> <p>Expressing opinion through modal verbs and adverbs.</p> <p><b>Spelling</b> Spelling Mastery</p>	<ul style="list-style-type: none"> <li>- Conferencing routine and expectations.</li> </ul> <p>Introduction and implementation of Writer's Notebook</p> <ul style="list-style-type: none"> <li>- identifying high quality seeds.</li> <li>- different ways we can develop a seed.</li> </ul> <p>Introducing an overview of 6 + 1 traits of writing: focus on text structure &amp; organisation.</p> <p>Identify, plan and draft a variety of texts using appropriate language features and structures.</p> <p>Create literary texts by developing storylines, characters and settings.</p> <p><b>Speaking and Listening</b></p>	<p>Linking writing to their text</p> <p>Using banks of known words as well as new vocabulary into writing.</p> <p>Linking writing to their text using structures for its purpose.</p> <p>Understand main and subordinate clauses and use less familiar words in correct context.</p> <p>Use direct quotes in essay style writing.</p>	<p>language, recognising audience and purpose of the text.</p> <p>Using specific traits for purpose, such as concluding sentences, essay structures and can create literary text using language features and style.</p>
<b>Numeracy</b>	<b>Number and Algebra:</b>	<b>Number and Algebra:</b>	<b>Number and Algebra:</b>  Place Value to at least 1000 - recognising,	<b>Number and Algebra:</b>  Place Value - to at least 10 000.	<b>Number and Algebra:</b>	<b>Number and Algebra:</b>	<b>Number and Algebra:</b>  Place value- Revision

	<p>Numbers to 20, names, numerals, quantities and sequencing.</p> <p>Follow instructions.</p> <p>Subitise small collections</p> <p>Patterns.</p> <p><b>Measurement and Geometry:</b></p> <p>2D shapes (circle, square, triangle and rectangle).</p> <p><b>Statistics and Probability:</b></p> <p>Simple data collection &amp; displays e.g. yes/no questions.</p>	<p>Place value to at least 100</p> <p>Numbers to 100, names, numerals, any starting point.</p> <p>Skip counting.</p> <p>Addition/Subtraction (ongoing).</p> <p>Patterns</p> <p><b>Measurement and Geometry:</b> 2D shapes &amp; introduce 3D shapes (features).</p> <p>Days of the week.</p> <p><b>Statistics and Probability:</b></p> <p>Simple data collection &amp; displays – simple questions up to 4 responses.</p>	<p>modelling, representing and ordering.</p> <p>Number sequencing - twos, threes, fives and tens from any start point.</p> <p>Addition/Subtraction - written and mental strategies</p> <p>Multiplication - representing multiplication as repeated addition, group and arrays.</p> <p><b>Measurement and Geometry:</b></p> <p>2D &amp; 3D shapes, identifying features such as the number of faces, corners or edges.</p>	<p>Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems</p> <p>The four operations:</p> <p>Addition/Subtraction division (no remainder), multiplication (2, 3, 5, and 10) - Speedy Maths</p> <p>Addition/Subtraction</p> <p>Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation</p> <p>Number sequencing</p> <p>Odd and even.</p> <p><b>Measurement and Geometry:</b></p> <p>Angles (identify angles and compare)</p> <p><b>Statistics and Probability:</b></p> <p>Data collection into categories, use lists, tables, pictures, column graph</p> <p>Data representation - graphs</p>	<p>Place value – to at least 10 000</p> <p>Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations &amp; solve problems.</p> <p>The four operations:</p> <p>Addition/Subtraction -using equivalent number sentences to find unknown qualities</p> <p>Division (no remainder), multiplication (up to 10 times tables) - Speedy Maths</p> <p>Addition/subtraction</p> <p>Odd and even properties</p> <p>Money- solve problems involving purchases &amp; calculating change to the nearest 5c.</p> <p><b>Measurement and Geometry:</b></p> <p>Angles</p> <p><b>Statistics and Probability:</b></p> <p>Data representation and interpretation: create simple questions and suitable tables, column graphs and picture graphs.</p>	<p>Place value- at least hundred thousands</p> <p>The four operations: division (with a remainder by a one digit number)</p> <p>Multiplication (up to and by one or two digit numbers), addition and subtraction in both numerical and written forms.</p> <p>-use equivalent number sentences involving multiplication &amp; division to find unknowns.</p> <p>Factors, multiples</p> <p>Estimation &amp; rounding</p> <p>Money- Revision amd create simple financial plans</p> <p>Times Tables - Speedy maths</p> <p><b>Measurement and Geometry:</b></p> <p>Angles- estimate, measure &amp; compare using degrees. Construct using a protractor.</p> <p><b>Statistics and Probability:</b></p> <p>Data representation and interpretation: pose questions and collect categorical and numerical data, use column graph, dot plots and tables, look at</p>	<p>The four operations: division (long and short), multiplication, addition and subtraction in both numerical and written forms using a range of integers.</p> <p>Multiplication - Factors, multiples</p> <p>Money- Revision amd create simple financial plans</p> <p>Times Tables - Speedy Maths</p> <p>Integers</p> <p><b>Measurement and Geometry:</b></p> <p>Angles - Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles</p> <p><b>Statistics and Probability:</b></p> <p>Data representation and interpretation: interpret and compare data from side by side graphs, look at secondary graphs, pose and refine categorical and numerical data.</p>
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						different data in different contexts.  <b>NAPLAN:</b> explicit practice across all areas.	
<b>Inquiry</b>	<b>Health</b> <ul style="list-style-type: none"> <li>- What actions keep me safe?</li> <li>- Who can I go to if I need help?</li> <li>- How do I keep my body healthy?</li> <li>- Sometimes foods/All the time foods?</li> <li>- What characteristics do healthy/unhealthy foods have?</li> <li>- People and places in the community</li> <li>- Sun Smart</li> </ul>	<b>Geography Focus</b> <ul style="list-style-type: none"> <li>- Connections to places. How does this impact our actions? How can I protect/preserve places?</li> <li>- What do I know about Australia? States, territories, natural features (Uluru, Great Barrier Reef), Indigenous peoples.</li> <li>- Similarities and differences between places in Australia. How? Why? Investigate demographics, resources, populations.</li> <li>- Australia's neighbouring countries.</li> <li>- Weather &amp; climate in Australia, neighbouring countries &amp; around the world.</li> </ul>	<b>Geography focus 3-6 Indigenous perspectives</b> <ul style="list-style-type: none"> <li>- Identify Indigenous Countries and connection to Country.</li> <li>- Describe Indigenous peoples connection to Country and the importance of Indigenous perspectives.</li> </ul> <b>Australia</b> <ul style="list-style-type: none"> <li>- Locate, describe and compare states, territories, capital cities and natural features/landmarks of Australia.</li> <li>- Identify and describe the climate &amp; vegetation of different parts of Australia.</li> </ul> <b>Other/neighbouring countries</b> <ul style="list-style-type: none"> <li>- Locate, describe and compare countries and continents.</li> <li>- Identify and describe the climate &amp; vegetation of different countries.</li> <li>- Recognise similarities, differences and relationships between countries.</li> </ul>				
<b>STEAM</b>	<b>Chemical Sciences</b> <ul style="list-style-type: none"> <li>- How can everyday materials change? (recycle)</li> <li>- What are the properties of everyday materials?</li> <li>- Why are certain things made from different materials?</li> </ul>	<b>Earth &amp; Space Science Focus</b> <ul style="list-style-type: none"> <li>- What do I know about the sun, earth and moon?</li> <li>- Why does the earth rotate? What effect does this have?</li> <li>- Human impact on the environment. How? What can we do?</li> <li>- Erosion of the earth's surface. Where can we see this? Uluru, in the community?</li> <li>- Effect of extreme weather (floods, fires, cyclones) on the environment and landscapes.</li> </ul>	<b>Earth &amp; Space Science Focus</b> <ul style="list-style-type: none"> <li>- How do extreme weather conditions affect the planet in the long run? Tornadoes, volcanoes, Tsunamis (Look at Pompeii, Indonesia)</li> <li>- How long does the Earth take to rotate around the sun in relevance to the other planets in the Solar system?</li> </ul>				
<b>Business</b>	Set up and create business ideas in classes / small groups.	Set up business for planning stage How do we plan a business?	Set up and create business ideas in classes. Brainstorming of what we need & why.				
<b>Restorative Schools / Respectful</b>	<b>Emotional Literacy</b> <ul style="list-style-type: none"> <li>- What do emotions look like / sound like / feel like?</li> <li>- How does your body react to different emotions</li> <li>- How do your emotions affect other people?</li> </ul>	<b>Emotional Literacy</b> What do emotions look like/ sound like/ feel like? What events trigger our emotions?	<b>Emotional Literacy</b> <ul style="list-style-type: none"> <li>- What do emotions look like?</li> <li>- Recognising emotions.</li> <li>- How emotions can change.</li> </ul>				

<b>Relationships</b>	<b>Classroom expectations / Code of conduct</b>						
<b>Art</b>	ME as an Artist Painting and Drawing - techniques /methods Elements - line, colour, shape introduce primary colours self and family portraits explore ideas, experiences and observations	ME as an Artist Painting and Drawing - techniques Elements - line, colour, shape introduce secondary colours self and family portraits explore ideas, experiences and observations	ME as an Artist Painting and Drawing - techniques/methods/surfaces and textures Elements - line, shape, colour self and family portraits introduce shade/tone explore ideas, experiences and observations	ME as an Artist Painting and Drawing techniques Self portrait - drawing complementary/contrasting colours perspective Elements - Line, shape, colour introduce shade/tone Artworks for an audience - different art forms evaluate process	Me as an Artist Painting and Drawing techniques self portrait - drawing complementary/contrasting colours perspective Elements - Line, shape, colour Artworks for an audience - different art forms evaluate process	Me as an Artist Painting and Drawing portrait drawing/painting - facial features Elements - Line, shape, colour, balance, size Artworks for an audience - different art forms explore practices evaluate process Respond to Visual Artworks	ME as an Artist Painting and Drawing Portrait drawing/painting - facial features Elements - Line, shape, colour, balance, size Artworks for an audience - different art forms explore practices evaluate process Respond to Visual Artworks
<b>P.E</b>	Identify how their body responds to movement  Practise personal and social skills to interact with others  Practise fundamental movement skills in indoor and outdoor settings  Follow rules when participating in physical activities  Use equipment to participate in physical activity  Cooperating with others to participate in games  <b>Sports/Activities</b>	Discuss the body's reaction to physical activity  Including class mates in physical activity  Perform fundamental movement skills in different situations in indoor and outdoor settings  Identify rules and fair play  Work together in groups to participate in physical activity  <b>Sports/Activities</b>  Athletics sports	Discuss the body's reaction to physical activity  Including class mates in physical activity  Perform fundamental movement skills in different situations in indoor and outdoor settings  Identify rules and fair play  Work together in groups to participate in physical activity  <b>Sports/Activities</b>  Athletics sports	Discuss benefits of regular Physical activity  Understanding methods to support their classmates in challenging situations  Practise and refine fundamental movement skills in different situations in indoor and outdoor settings  Linking fundamental movement skills to perform movement sequences  Adopt inclusive practices when participating in physical activities  Apply rules, scoring	Discuss benefits of regular Physical activity  Understanding methods to support their classmates in challenging situations  Practise and refine fundamental movement skills in different situations in indoor and outdoor settings  Linking fundamental movement skills to perform movement sequences  Adopt inclusive practices when participating in physical activities  Apply rules, scoring	Examine the benefits of regular physical activity  Practise skills to establish and maintain social relationships  Practise specialised movement skills in indoor and outdoor settings  Participate in group and team activities, experimenting with roles and responsibilities  Demonstrate ethical behaviour and fair play  <b>Sports/Activities</b>  Athletics sports	Examine the benefits of regular physical activity  Practise skills to establish and maintain social relationships  Practise specialised movement skills in indoor and outdoor settings  Participate in group and team activities, experimenting with roles and responsibilities  Demonstrate ethical behaviour and fair play  <b>Sports/Activities</b>  Athletics sports

	<p>Athletics sports</p> <p>Running – Sprinting/Jogging</p> <p>Jumping – Long Jump</p> <p>Catching - Catching different sized pieces of equipment</p>	<p>Running – Sprinting/Long distance</p> <p>Leaping - Long jump</p> <p>Throwing - Beanbag toss/Tennis ball throw</p>	<p>Running – Sprinting/Long distance</p> <p>Leaping - Long jump</p> <p>Throwing - Beanbag toss/Tennis ball throw</p>	<p>systems and demonstrate fair play when participating in physical activity</p> <p><b>Sports/Activities</b></p> <p>Athletics sports</p> <p>Running – Sprinting/Hurdles/ Long distance</p> <p>Jumping – Long Jump/High Jump</p> <p>Throwing – Shot Put/Discus</p>	<p>systems and demonstrate fair play when participating in physical activity</p> <p><b>Sports/Activities</b></p> <p>Athletics sports</p> <p>Running – Sprinting/Hurdles/ Long distance</p> <p>Jumping – Long Jump/High Jump</p> <p>Throwing – Shot Put/Discus</p>	<p>Running – Sprinting/Hurdles/ Long distance</p> <p>Jumping – Long Jump/High Jump/Triple Jump</p> <p>Throwing – Shot Put/Discus</p>	<p>Running – Sprinting/Hurdles/ Long distance</p> <p>Jumping – Long Jump/High Jump/Triple Jump</p> <p>Throwing – Shot Put/Discus</p>
<b>ICT</b>	<p>Explore digital systems</p> <p>Internet safety</p>	<p>Explore digital systems</p> <p>Internet safety</p>	<p>Explore digital systems</p> <p>Internet safety</p>	<p>Digital systems and peripheral devices</p> <p>Data transmission</p>	<p>Digital systems and peripheral devices</p> <p>Data transmission</p>	<p>Components of digital systems</p> <p>How information systems meet school, community and future needs</p>	<p>Components of digital systems</p> <p>How information systems meet school, community and future needs</p>
<b>LOTE</b>	<p>Initiate interactions, make request and establish relationships with teachers and peers.</p> <p>Recognise differences and similarities in communication across cultures, such as greetings, names &amp; gestures.</p>	<p>Initiate interactions, make request and establish relationships with teachers and peers.</p> <p>Recognise differences and similarities in communication across cultures, such as greetings, names &amp; gestures.</p>	<p>Initiate interactions, make request and establish relationships with teachers and peers.</p> <p>Recognise differences and similarities in communication across</p>	<p>Interact and socialise with peers and teachers to exchange thoughts and feelings about home routines, leisure activities and community events.</p> <p>Identify the form, composition and spacing within characters,</p>	<p>Interact and socialise with peers and teachers to exchange thoughts and feelings about home routines, leisure activities and community events.</p> <p>Identify the form, composition and spacing within characters,</p>	<p>socialise with peers and known adults, exchanging ideas and opinions about personal experiences and social activities.</p> <p>Recognise differences and similarities in communication across cultures, such as</p>	<p>socialise with peers and known adults, exchanging ideas and opinions about personal experiences and social activities.</p> <p>Recognise differences and similarities in communication across cultures, such as</p>

	Greetings/numbers 1-5/Class Rules/Chinese vs Australian food	Greetings/numbers 1-5/Class Rules/Chinese vs Australian food	cultures, such as greetings, names & gestures.	relating components and their positions to their meaning and sounds.	relating components and their positions to their meaning and sounds.	greetings, names & gestures.	greetings, names & gestures.
	Characters:	Characters.	Greetings/numbers 1-5/Class Rules/Chinese vs Australian food	Greetings/numbers 1-5/Class Rules/Chinese vs Australian food	Greetings/numbers 1-5/Class Rules/Chinese vs Australian food	Greetings/numbers 1-10/Class Rules/Chinese vs Australian food	Greetings/numbers 1-10/Class Rules/Chinese vs Australian food
	Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words.	Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words.	Characters.	Characters.	Characters.	Characters.	Characters.
			Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words.	Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words.	Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words.	Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words.	Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words.

TERM 2	Foundation	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<b>Literacy</b>	<p><b>Reading:</b> <b>CAFE Strategies:</b></p> <p>Understand text types (CAFE - recognise text features and literary elements).</p> <p>Recognise upper and lowercase letters and their sound (CAFE - blend sounds, beginning / end sounds).</p> <p>Read texts with fluency and monitor meaning (CAFE - fluency strategies).</p>	<p><b>Reading:</b></p> <p>CAFE strategies.</p> <ul style="list-style-type: none"> <li>- Predicting</li> <li>- Questioning</li> </ul> <p>Breaking down speech: nouns, pronouns, verbs, adjectives, and adverbs.</p> <p>Identify the parts of a simple sentence (who, what, and when).</p> <p>Describe some differences between text types.</p>	<p><b>Reading</b></p> <p>Re-embed CAFÉ strategies as needed</p> <p>Reciprocal reading - Stronger and at level students</p> <p>Use comprehension to build literal meaning and begin to analyse texts.</p> <p>Nouns</p> <p>Connections made between ideas using a compound sentence.</p>	<p><b>Reading</b></p> <p>Explore how texts vary depending on the purpose, audience and context. Link to online texts.</p> <p>Comprehension strategies.</p> <p>Evaluate texts to gain meaning, by looking at text structure, language features and context.</p> <p>Nouns, verbs, verb groups, adverbs, adjectives.</p>	<p><b>Reading</b></p> <p>Identifying and interpreting, imaginative, informative and persuasive texts.</p> <p>Make connections between the ways authors represent storylines, ideas and relationships.</p> <p>Identifying and analysing comprehension strategies - literal, inferential and evaluative questions.</p>	<p><b>Reading</b></p> <p>Comprehension strategies</p> <p>Compare &amp; evaluate two texts presenting the same ideas &amp; evaluating why one is more engaging, etc.</p> <p>Use metalanguage to describe effects of ideas, text structures and language features on particular audiences</p> <p>Recognise that ideas in literacy texts can be</p>	<p><b>Reading</b></p> <p>Text analysis Class text Literature circles</p> <p>Covering 3 main question types explicit, infering –evaluative.</p> <p>Author’s play with language to achieve a desired purpose including persuasive.</p> <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots</p>

	<p>Create personal connections with texts (prior knowledge, speaking and listening).</p> <p>Understand that texts can be imaginative and informative and have different purposes.</p> <p>Recognise that sentences are key to for expressing ideas</p> <p>Sight words</p> <p><b>Writing:</b> Focus on voice and conventions, whilst consolidating organisation and ideas.</p> <p>- Develop concepts to help writing make sense (rereading, reading out loud). - Continue to develop spelling strategies (syllabification, onset and rime, alliteration). - Strong focus on beginning writing conventions (capitals, spaces, punctuation, spelling strategies). - Model writing with a range of text types. - Conduct conference and teaching groups. Continue to embed routine (share time).</p> <p><b>Spelling</b> Sounds Write - working at appropriate level.</p> <p><b>Speaking and listening:</b></p>	<p>Vocabulary: digraphs, sounds, upper and lower case letters.</p> <p><b>Speaking and listening:</b> Make personal connections with text types.</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Maintain expectations and routine.</li> <li>- We are all experts at something.</li> <li>- Introduce investigation sessions.</li> </ul> <p>Understand and use different punctuation.</p> <p>Vocabulary: synonyms and syllables.</p> <p>Model writing with a range of text types.</p> <p>Table groups for conferences.</p> <p><b>Speaking and Listening:</b> Share writing with the whole class, using appropriate voice and pace.</p> <p><b>Spelling:</b> Working at an appropriate level in Sounds Write or Spelling Mastery.</p>	<p>Illustrations - How do these add (or contradict) meaning of accompanying words. Explore different versions of the same story-</p> <p>Discuss different texts on a similar topic identifying similarities and differences.</p> <p>Explicitly teach vocabulary</p> <p><b>Writing:</b> Writers Workshop</p> <p>Continuing to develop whole class Writer's Notebook and allowing more independence for higher students.</p> <p>(Thinking Tools and Exemplars)</p> <p>Explicitly model and teach thinking tools</p> <p>Model use of exemplars to complete purposeful, high-quality pieces of writing.</p> <p>Conference groups</p> <p>Focus groups</p> <p>Share Time - 'The Best Time'</p> <p><b>Spelling</b> Spelling Mastery</p>	<p>Understand how to apply knowledge of letter-sound relationships. Blending and segmenting to read and use more complex words with less common consonant and vowel clusters</p> <p>Vocabulary. Prefixes and suffixes.</p> <p>Explore the features &amp; structure/organisation of online texts.</p> <p>Identify how techniques, such as layout and picture techniques, affect audiences.</p> <p><b>Writing:</b> What makes a good writer?</p> <p>Introduce 2 TRAITS of writing:</p> <ul style="list-style-type: none"> <li>- ideas</li> <li>- organisation</li> </ul> <p>Focus on developing ideas/seeds for imaginative, informative and persuasive texts. Using thinking tools.</p> <p>Below the surface &amp; core thinking.</p> <p>Understand organisational features of texts, including paragraphs, and the structure of sentences and clauses.</p>	<p>- infer and support with evidence.</p> <p>Describe the effects of ideas, text structures and language features of literary texts.</p> <p>Discuss how authors and illustrators make stories exciting, &amp; techniques used.</p> <p><b>Writing:</b> Introducing 2 TRAITS of writing:</p> <ul style="list-style-type: none"> <li>- ideas</li> <li>- organisation</li> </ul> <p>Understand and use text structure to produce cohesion. Effectively using strategies to link ideas that flow together; connectives, openers.</p> <p>Targeting an audience.</p> <p>Quotation mark use-signal dialogue, titles, &amp; quoted/direct speech.</p> <p>Direct &amp; indirect speech.</p> <p>Recognise and use how quotation marks are used in texts to signal dialogue.</p> <p>Adverb groups &amp; prepositional phrases.</p>	<p>conveyed from different viewpoints</p> <p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification.</p> <p>Class Text Literature Circles (points of view- Justifying text analysis using evidence</p> <p><b>Writing</b> Text structure &amp; organisation Expressing and developing ideas.</p> <p>Understand main and subordinate clauses, simple complex sentences.</p> <p>Looking at and analysing specific grammatical structures and features according to text type used.</p> <p>Apostrophes-- possessives, and how to use with common &amp; proper nouns.</p> <p>Understand that the starting point of a sentence gives prominence to the message and allows for prediction of how text will unfold.</p>	<p>Identify, describe, and discuss similarities and differences between texts,</p> <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.</p> <p><b>Writing</b> Creating literature using a variety of text structures and language features looking for a variety of effects.</p> <p>Use of clauses &amp; subclauses.</p> <p>Recognising and including appropriate grammar &amp; language depending on intended audience and text type /genre.</p> <p>Word omission and replacement</p> <p>Commas to separate clauses</p>
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	Share reading and writing with the class, speaking strategies.			Introduce focus groups into Writers Workshop.  Apply language features and patterns found in texts to one's own writing.  <b>Spelling</b> Spelling Mastery			
<b>Numeracy</b>	<p><b>Number and Algebra:</b></p> <p>Numbers to 20, names, numerals, quantities and sequencing.</p> <p>Compare &amp; order collections to 20 and explain reasoning.</p> <p>Addition &amp; subtraction.</p> <p>Ordinal numbers.</p> <p><b>Measurement and Geometry:</b></p> <p>Compare Length, capacity and mass.</p> <p>Time: features of a clock, sequencing daily events</p> <p>Days of the week.</p> <p><b>Statistics and Probability:</b></p> <p>Nil</p>	<p><b>Number and Algebra:</b></p> <p>Addition/Subtraction (ongoing).</p> <p>Place value.</p> <p>Represent practical situations that model sharing.</p> <p><b>Fractions.</b></p> <p><b>Measurement and Geometry:</b></p> <p>Length, capacity and mass.</p> <p>Time: O'clock, half past, features and sequencing daily events.</p> <p><b>Statistics and Probability:</b></p> <p>Chance: identify the outcomes of familiar events occurring.</p>	<p><b>Number and Algebra:</b></p> <p>Grouping, partitioning and rearranging collections up to 1000, involving hundreds, tens and ones.</p> <p>Multiplication &amp; Division - Recognising and representing division into equal groups. - Times tables, Speedy Maths</p> <p>Recognise and represent division as grouping into equal sets and solve simple problems using these representations</p> <p>Recognise common changes in shape left and right.</p> <p>Money - identifying coins and notes. - Counting collections of money</p> <p>Fractions - Recognise and interpret common uses of halves, quarters and eighths of shapes and collections</p>	<p><b>Number and Algebra:</b></p> <p>Multiplication &amp; Division - (Speedy Maths)</p> <p>Money (representation in multiple ways; relationship between dollars and cents; change to the nearest five cents).</p> <p>Fractions (model and represent <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>, <math>\frac{1}{5}</math>)</p> <p><b>Measurement and Geometry:</b></p> <p>Time (relationship between units)</p> <p>Basic overview: Length, Area, Perimeter.</p> <p><b>Statistics and Probability:</b></p> <p>Chance - introduction</p> <p><b>NAPLAN PRACTISE:</b> explicit practice across all areas.</p>	<p><b>Number and Algebra:</b></p> <p>Multiplication &amp; Division - (Speedy Maths)</p> <p>Fractions: -equivalent fractions - count by quarters, halves &amp; thirds, including with mixed numerals -locate &amp; represent on a number line.</p> <p>Connections between fractions &amp; decimals. Place value system (tenths &amp; hundredths).</p> <p><b>Measurement and Geometry:</b></p> <p>Time -convert between units of time - am &amp; pm notation - solve simple time problems</p> <p>Units of measurement-length.</p> <p>Basic overview: Length, Area, Perimeter. → compare the areas of regular &amp; irregular</p>	<p><b>Number and Algebra:</b></p> <p>The four operations. Times Tables</p> <p>Fractions and decimals: -compare &amp; order fractions -locate &amp; represent on a number line - solve problems involving addition &amp; subtraction of fractions with the same denominator -place value system-beyond hundredths</p> <p>Compare &amp; represent decimals</p> <p><b>Measurement and Geometry:</b></p> <p>Time- compare 12 &amp; 24 hour time &amp; convert between them</p> <p>Perimeter &amp; area- calculate the perimeter &amp; area of rectangles</p> <p><b>Statistics and Probability:</b></p> <p>Chance introduction: -list outcomes of chance</p>	<p><b>Number and Algebra:</b></p> <p>The four operations continued: continue to develop mental strategies. Begin to work with integers. Prime, composite, square and triangular numbers</p> <p>Fractions and decimals</p> <ul style="list-style-type: none"> <li>- denominators</li> <li>- addition and subtraction of fractions</li> <li>- add and subtract decimals</li> <li>- multiply decimals</li> <li>- connect fractions, decimals and percental</li> </ul> <p><b>Measurement and Geometry:</b></p> <p><b>Time tables</b></p> <p><b>Measure, calculate and compare elapsed time</b></p> <p>Area</p>

			<b>Measurement and Geometry:</b>  Time  Length, Area, Perimeter		shapes by informal means  <b>Statistics and Probability:</b>  Chance Introduction: -describe events & order chances - identify events where one event cannot happen if another happens - chance events where the outcomes is not affected by the other.	experiments involving equally likely outcomes -represent probabilities of outcomes using fractions -recognise probabilities range from 0-1.  <b>NAPLAN:</b> explicit practice across all areas.	<b>Statistics and Probability:</b>  Chance introduction
<b>Inquiry</b>	<b>History Focus</b>  (Indigenous Studies) - Dreamtime stories - (How the birds got their colours) - Aboriginal Art  *ANZAC Day - Why are war memorials important? Important sites/places? - How have the aspects of daily life changed over time? - Old fashioned games/toys? - What are different family structures? - What does my extended family look like? (Family Tree)		<b>History Focus</b> Investigating the impact of the European exploration on the First Peoples. - What impact did the European arrival have on the Landscape? - What impact did the European arrival have on the Culture of First Australians? - What impact did the European arrival have on the Identify of First Australians? Continuity and change of Hamilton, the South-West Region and Melbourne from 1802 - present. - Who are well-known colonial settlers from our local area? - Why did Europeans settle in our local region? - How did Europeans settle in our local region?  NAIDOC Week - beginning Sunday 4th July 2021.		<b>History Focus</b> Australian Society since Federation  - Which individuals, groups and events have impacted Australian culture? -How have Aboriginal and Torres Strait Islanders been impacted by the events of Australian Colonies?		
<b>STEAM</b>	<b>Physical Sciences</b> - How do objects move? (push/pull) - Light and sound (how are light and sound produced?) - Toys in different cultures and times? - 5 Senses (touch, sight, hearing, smell, taste)		<b>Biological Sciences</b> Compare and contrast Australian and European flora and fauna and the impact of European exploration and settlement on these living things and life cycles in Australia.  - How did the European settlement affect the local First People and their way of life? (Excursion to Tyrendarra Cultural Centre/Lake Condah/Condah Mission). - What impact did the Europeans have on the landscape?		<b>Biological Sciences</b> - How does the physical state of an environment affect living things ability to survive? - How do living things adapt to survive in their environment?		

				- How did the introduction of pests (rabbits etc) impact the native Fauna (extinction of Tasmanian tigers etc). (Excursion to Hamilton Bandicoot Reserve).			
<b>Business</b>	Conduct Businesses			<b>Conduct Business Inquiry</b> What is involved in running a business? How do we run an effective business?		<b>Conduct Business Inquiry</b> What is involved in running a business? How do we run an effective business?	
<b>Restorative Schools / Respectful Relationships</b>	<b>Personal Strengths:</b> - Cooperation - What does being kind / brave look like? - Identify personal strengths. - Identify strengths of others.			<b>Personal Strengths</b> What are personal strengths? How do we develop our strengths?		<b>Personal strengths</b> - Character strengths. - Strengths I admire. - Using our strengths everyday. - Celebrating strengths.	
<b>Art</b>	Who are artists? Why do people make art? Paper construction and collage experiment with different materials create and respond	Who are artists? Why do people make art? Paper construction and collage experiment with different materials create and respond	Who are artists? Why do people make art? Paper construction and collage experiment with different materials create and respond	Who are artists? Why do people make art? Paper construction and collage explore artworks from different cultures (Aboriginal) and times create, display and respond Line, shape, colour, space, texture	Who are artists? Why do people make art? Paper construction and collage explore artworks from different cultures (Aboriginal) and times create, display and respond Line, shape, colour, space, texture	Who are artists? Why do people make art? Paper construction and collage Explore artworks from different cultures (Aboriginal) and times compare well known artworks Line, shapes, colour, form, value space, texture Explain ideas in artwork that is created and viewed	Who are artists? Why do people make art? Paper construction and collage explore artworks from different cultures (Aboriginal) and times compare well known artworks Line, shapes, colour, form, value space, texture Explain ideas in artwork that is created and viewed
<b>P.E</b>	Identify personal strengths  Identify and describe emotional responses in different situations  <b>Sports/Activities</b>  Kick Ball - Kicking a ball for distance  Poison Ball - Under arm bowling for accuracy. Dodging to avoid the ball.	Describe their own strengths and achievements  Identify and practise emotional responses to different situations in physical activity and games  Create and participate in games  <b>Sports/Activities</b>	Describe their own strengths and achievements  Identify and practise emotional responses to different situations in physical activity and games  Create and participate in games  <b>Sports/Activities</b>	Examine how success, challenge and failure strengthen personal identities  Investigate strategies to assist with managing emotions  Perform movement sequences which link fundamental movement skills  <b>Sports/Activities</b>	Examine how success, challenge and failure strengthen personal identities  Investigate strategies to assist with managing emotions  Perform movement sequences which link fundamental movement skills  <b>Sports/Activities</b>	Explore how identities are influenced  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  Demonstrate ethical behaviour and fair play that aligns with the rules when participating in physical activities  <b>Sports/Activities</b>	Explore how identities are influenced  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  Demonstrate ethical behaviour and fair play that aligns with the rules when participating in physical activities  <b>Sports/Activities</b>

	Evasion games	Kick Ball - Kicking a ball for accuracy and strategy  Four square - Bouncing a ball from one point to another  Dodge ball - Throwing	Kick Ball - Kicking a ball for accuracy and strategy  Four square - Bouncing a ball from one point to another  Dodge ball - Throwing	Basketball - Dribbling, shooting, passing, layup movement  Soccer - Passing and Striking  Netball - Passing and shooting	Basketball - Dribbling, shooting, passing, layup movement  Soccer - Passing and Striking  Netball - Passing and shooting	Basketball - Game sense strategies, screening, defensive positioning  Soccer - Controlling the speed and accuracy of a pass or striking action  Netball - Understanding the different positions and roles the players have	Basketball - Game sense strategies, screening, defensive positioning  Soccer - Controlling the speed and accuracy of a pass or striking action  Netball - Understanding the different positions and roles the players have
<b>ICT</b>	Represent data using icons or symbols  Using software to design posters to promote businesses	Represent data using icons or symbols  Using software to design posters to promote businesses	Represent data using icons or symbols  Using software to design posters to promote businesses	Explore different ways to represent data  Use software to present data  Creating a video to promote businesses	Explore different ways to represent data  Use software to present data  Creating a video to promote businesses	Numbers used for data representation  Use different software to represent data  Designing websites for businesses	Numbers used for data representation  Use different software to represent data  Designing websites for businesses
<b>LOTE</b>	Numbers1-10/food/family/dragon boat festival  Create own representations of imagined people or events using illustrations and actions  Recognise differences and similarities in communication across cultures, such as greetings, names & gestures.	Numbers1-10/food/family/dragon boat festival  Create own representations of imagined people or events using illustrations and actions  Recognise differences and similarities in communication across cultures, such as greetings, names & gestures.	Numbers1-10/food/family/dragon boat festival  Create own representations of imagined people or events using illustrations and actions  Recognise differences and similarities in communication across cultures, such as greetings, names & gestures.	Numbers1-10/food/family/dragon boat festival  Creating short personal narratives and performances of poetry, song, dance, or drama which reflect the culture and traditions of the Chinese community.  Explore how the Chinese language represents cultural meanings in specific ways.	Numbers1-10/food/family/dragon boat festival  Creating short personal narratives and performances of poetry, song, dance, or drama which reflect the culture and traditions of the Chinese community.  Explore how the Chinese language represents cultural meanings in specific ways.	Numbers1-20/food/family/dragon boat festival  Create short narratives to express the experiences, thoughts and emotions of individuals in imagined contexts.  Tones  Recognise the four tones and their function in Chinese, and compare consonants and vowel	Numbers1-20/food/family/dragon boat festival  Create short narratives to express the experiences, thoughts and emotions of individuals in imagined contexts.  Tones  Recognise the four tones and their function in Chinese, and compare consonants and vowel

							sounds in Chinese and English.	sounds in Chinese and English.
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Term 3	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Literacy</b>	<p><b>Reading:</b> <b>CAFÉ strategies:</b></p> <p>Blending, chunking, flipping and segmenting sounds</p> <p>Use comprehension strategies to understand texts and show evidence to support this (main idea, inference, author's purpose)</p> <p><b>Writing:</b> Focus on voice, vocabulary and presentation, with consolidation on organisation, ideas and conventions. - How can I really describe my thinking - adding extra detail. - Editing to make sense. - Expanding word choice. How does my writing look on the page? - Expanding and revisiting conventions (punctuation and spelling strategies).</p>	<p><b>Reading:</b></p> <p>Introduce a literacy circle for advanced readers. Book: 'Time Jumpers'.</p> <p>CAFE</p> <ul style="list-style-type: none"> <li>- Clarifying,</li> <li>- summarising.</li> </ul> <p>Understand how different types of texts are organised, and their features. .</p> <p>Respond to texts from a range of cultures and experiences.</p> <p>Vocabulary Digraphs, upper and lower case letters, and 'Magic E' rule with vowels.</p> <p><b>Speaking and Listening:</b> Discuss features of plot, character and setting in different types of literature.</p>	<p><b>Reading</b></p> <p><b>CAFÉ strategies</b> - as needed</p> <p>Reciprocal Reading</p> <p>Respond to texts drawn from range of cultures</p> <p>Suffixes and Prefixes</p> <p>Use comprehension strategies to build literal and inferred meaning. Begin to analyse texts using new learnings.</p> <p>Read familiar and unfamiliar texts with phrasing and fluency</p> <p>Connections made between ideas using a compound sentence.</p> <p>Illustrations - How do these</p>	<p><b>Reading:</b></p> <p>Identify features and structures of texts, focusing on exploring the author's language.</p> <p>Connections to self, world &amp; text.</p> <p>Explore how language is used to develop the setting, shape the events and alter the mood.</p> <p>Identify points of view in a text and alternative viewpoints.</p> <p>Analyse the way texts use verb groups to represent action, thinking, saying and relating processes.</p> <p>Understand how to use letter-sound relationships and less common letter combinations to spell words</p> <p><b>Writing:</b></p>	<p><b>Reading:</b></p> <p>Understand, interpret and use a variety of language across multiple genres, including devices &amp; word play (puns, spoonerisms, neologisms).</p> <p>Identifying author's intent.</p> <p>Identify, understand and evaluate adverbs and prepositional phrases.</p> <p>Comprehension strategies: -tuning into and investigating unknown words.</p> <p><b>Writing:</b> Introducing 3 TRAITS of writing: - Voice - Word choice (adjectives, verbs &amp; adverbs)</p> <p>Incorporate new vocabulary into writing</p>	<p><b>Reading:</b></p> <p>Understand, interpret and experiment with imagery, metaphors, similes and personification including poetry, narratives, songs.</p> <p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts.</p> <p><b>Writing</b> Expand on text features /grammar to uplevel description of person, place, thing or idea.</p> <p>Including noun groups, adjective groups/ phrase groups.</p> <p>Vocabulary.</p>	<p><b>Reading:</b></p> <p>Examine similarities and differences between texts (same author or illustrator) Define author's individual style.</p> <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse</p> <p><b>Writing</b> Expand on text structures / grammar to uplevel work using elaborated tenses/range of adverb groups/phrases.</p> <p>Expressing and developing ideas</p> <ul style="list-style-type: none"> <li>- Complex sentences</li> <li>- verb choice</li> <li>- vocabulary choices</li> </ul>

	<p>- Model and shared writing with a range of text types. - Conduct conference and teaching groups. Continue to embed routine (share time). develop sentences.</p> <p><b>Spelling</b> Sounds Write - working at appropriate level.</p> <p><b>Speaking and listening:</b> How do I read my work? Think about presentation.</p>	<p><b>Writing</b> Sentence fluency and organisation.</p> <p>Editing my own work with the help of resources.</p> <p>Rereading, does it make sense?</p> <p>Students use imagination to recreate texts.</p> <p>Writing from a picture prompt. (Model this).</p> <p>Understand patterns of repetition and contrast in simple texts.</p> <ul style="list-style-type: none"> <li>- Maintain expectation and routine.</li> <li>- Table conference groups.</li> </ul> <p><b>Speaking and listening:</b> Listen to, recite and perform poems, chants and rhymes.</p> <p><b>Spelling:</b> Working at an appropriate level. Sounds Write or Spelling Mastery.</p>	<p>add (or contradict) meaning of accompanying words.</p> <p>Explore different versions of the same story-</p> <p>Explicitly teach vocabulary</p> <p><b>Writing:</b> Writers Workshop</p> <p>Transitioning students from whole class Writer's Notebook to individual notebooks. - Understanding how to develop a seed on our own.</p> <p><i>Punctuation</i> - Explicitly teach correct use of punctuation</p> <p>Editing - does my work make sense? Upleveling words (word choice)</p> <p>Adding extra detail - noun groups /phrases</p> <p>Continue to model use of resources such as exemplars to assist in writing purposeful high</p>	<p>Introduce 2 TRAITS of writing:</p> <ul style="list-style-type: none"> <li>- voice</li> <li>- word choice (adjectives, verbs &amp; adverbs)</li> </ul> <p>Create a variety of imaginative texts based on characters, settings, etc. from own and other cultures.</p> <p>Explore using verbs that represent doing, thinking, saying and relating processes, which are dependent on tense.</p> <p>Tense for text types and purpose.</p> <p>Joined handwriting.</p> <p><b>Speaking and Listening</b> Discuss how characters, events and settings are portrayed in different ways; speculate on authors' reasoning.</p> <p>Explore sequence, tone, pitch, pace and volume in presentations about literature preferences.</p> <p><b>Spelling</b> Spelling Mastery</p>	<p>sources from a range of locations.</p> <p>Recognise homophones and know how to use context to identify correct spelling.</p> <p>Noun groups/phrases, verb groups/phrases, prepositional phrases.</p> <p>Reread and edit for meaning.</p>		
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			<p>quality pieces of writing.</p> <p><b>(Arrows)</b> Whole Text Level Sentence Level Proof Reading Level</p> <p>Conference groups</p> <p>Focus groups</p> <p>Share Time - 'The Best Time'</p> <p><b>Spelling</b> Spelling Mastery</p>				
<b>Numeracy</b>	<p><b>Number and Algebra:</b></p> <p>Numbers to 20, names, numerals, quantities and sequencing. (Place value).</p> <p>Money</p> <p>Division - (model sharing)</p> <p>Addition and subtraction.</p> <p>Patterns (revision)</p> <p><b>Measurement and Geometry:</b></p> <p>Position</p> <p>compare length, mass and capacity.</p>	<p><b>Number and Algebra:</b></p> <p>Money</p> <p>Place value</p> <p>Division/Addition/Subtraction. Focus on worded problems.</p> <p>Months and days.</p> <p><b>Measurement and Geometry:</b></p> <p>Position</p> <p>Length, mass and capacity.</p> <p>Time (revision).</p> <p><b>Statistics and Probability:</b></p> <p>Chance.</p>	<p><b>Number and Algebra:</b></p> <p><i>Maths proficiencies</i> - Reasoning - Problem Solving</p> <p>The Four Operations</p> <p>Times Tables-Speedy Math</p> <p><b>Measurement and Geometry:</b></p> <p>Shape - 2D &amp; 3D</p> <p>Symmetry</p> <p>Mass, Volume &amp; Capacity</p>	<p><b>Number and Algebra:</b></p> <p>Problem Solving</p> <p>Mental Strategies</p> <p>Number patterns</p> <p>The Four Operations</p> <p>Times Tables - Speedy Math</p> <p><b>Measurement and Geometry:</b></p> <p>Shape - review and design 2D, 3D models</p> <p>Identify symmetry</p> <p>Mass, area &amp; capacity (recognise, measure, order &amp; compare)</p> <p><b>Statistics and</b></p>	<p><b>Number and Algebra:</b></p> <p>Problem Solving (multiplication &amp; division with no remainders)</p> <p>Mental Strategies</p> <p>Number sequences involving multiples of 3, 4, 6, 7, 8 &amp; 9</p> <p>Number patterns resulting from multiplication</p> <p>Algorithms involving branching &amp; repetition (iteration)</p> <p>The Four Operations</p> <p>Times Tables - Speedy Math</p>	<p><b>Number and Algebra:</b></p> <p>The four operations. Times Tables</p> <p>Money - create financial plans - link to economics</p> <p>Number patterns- describe, create &amp; continue patterns with fractions, decimals &amp; whole numbers resulting from addition &amp; subtraction.</p> <p><b>Economics:</b></p> <p>*Refer to Inquiry</p> <p><b>Measurement and Geometry:</b></p> <p>Shape- connect 3D objects with their nets</p>	<p><b>Number and Algebra:</b></p> <p>The four operations. Times Tables</p> <p>Money - percentage discounts</p> <p>Patterns - whole numbers, fractions and decimals, creating sequences</p> <p>BODMAS</p> <p><b>Economics:</b></p> <p>*Refer to Inquiry</p> <p><b>Measurement and Geometry:</b></p> <p>Shape</p> <p>Mapping (grid) - cartesian coordinate system</p>

	<p>Time (revision)</p> <p>Shapes (3D)</p> <p>Problem solving/worded problems</p> <p><b>Statistics and Probability:</b></p> <p>Data Revision</p>		<p><b>Statistics and Probability:</b></p> <p>Chance</p>	<p><b>Probability:</b></p> <p>Chance - experiments (including estimation)</p>	<p><b>Measurement and Geometry:</b></p> <p>Shape - review 2D, 3D models &amp; properties.</p> <p>Describe 2D shapes resulted from combining &amp; splitting common shapes.</p> <p>Mass, volume, capacity &amp; temperature using scaled instruments.</p> <p>Compare objects using metric units of area &amp; volume</p> <p><b>Statistics and Probability:</b></p> <p>Chance &amp; data- revise as needed.</p>	<p>&amp; other 2D representations.</p> <p>Apply enlargement transformation to familiar 2D shapes &amp; explore the properties of resulting vs original image.</p> <p>Length, volume, capacity and mass.</p> <p>Calculate the volume &amp; capacity of prisms using metric units.</p> <p><b>Statistics and Probability:</b></p> <p>Data revision - revise as needed.</p>	<p>Transformation - combinations of transformations, create tessellations.</p> <p>Angles - investigate straight line, points and opposite angles. Use results to find unknown angles.</p> <p>Length, volume, capacity and mass.</p> <p><b>Statistics and Probability:</b></p> <p>Data revision - revise as needed.</p>
<p><b>Inquiry</b></p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- What places are important to people and why? - Indigenous</li> <li>- What are the major geographical divisions of the world? - continents and oceans, landmarks.</li> <li>- How do we care for our world? (Sustainability)</li> </ul>	<p><b>Civics and Citizenship Focus</b></p> <ul style="list-style-type: none"> <li>- How and why are rules made?</li> <li>- How are rules and laws different?</li> <li>- What is government?</li> <li>- Investigate my local government and its services.</li> <li>- Investigate my community and how people can feel a sense of belonging.</li> <li>- How can my community make a difference?</li> </ul>	<p><b>Civics and Citizenship Focus</b></p> <p>How do you promote health safety and wellbeing for individuals and their communities? How does the media and important people influence others?</p>				
<p><b>STEAM</b></p>	<p><b>Biological Sciences</b></p> <p>Living things</p> <ul style="list-style-type: none"> <li>- Features, needs, habitat, life cycles (offspring)</li> </ul> <p>Non-living things</p> <ul style="list-style-type: none"> <li>- How are these different from living things?</li> </ul>	<p><b>Chemical Sciences Focus</b></p> <ul style="list-style-type: none"> <li>- How can heat cause a change of state?</li> <li>- What are reversible and irreversible changes? How can I reverse a change? Why can't I reverse other changes?</li> <li>- What is the difference between natural and processed materials?</li> <li>- How can the properties of a material affect its use?</li> <li>- Investigate a material, its properties and what it is used for.</li> </ul>	<p><b>Physical Sciences</b></p> <ul style="list-style-type: none"> <li>- What impact would only using renewable energy sources have on the planet? Is this practical?</li> <li>- How is electricity generated? (Wind farms, solar panels, hydroelectric dams)</li> </ul>				

<b>Student Led</b>	Compile, practise and present Student Led folios.			Business Plan <ul style="list-style-type: none"> <li>- Finalise plans for market day</li> <li>- Run market day</li> <li>- Reflect on market day</li> </ul>		Compile, practise and present Student Led folios.	
<b>Restorative Schools / Respectful Relationships</b>	<b>Positive coping / problem solving</b> <ul style="list-style-type: none"> <li>- How can I calm down?</li> <li>- What are my big emotions?</li> <li>- How can I solve the problem?</li> <li>- Friendly / unfriendly.</li> </ul>			<b>Positive coping/problem solving</b> <p>How can I manage big emotions?</p> <p>How can I tame my angry feelings?</p> <p>How can I solve problems with my peers?</p>		<b>Positive coping/problem solving</b> <ul style="list-style-type: none"> <li>- Self-talk &amp; positive self-talk.</li> <li>- Coping strategies.</li> <li>- Dealing with problems.</li> </ul>	
<b>Art</b>	Sculptures, 3D art, playdough/clay, wool, textures explore techniques exploring texture tracing	Sculptures, 3D art, magiclay/clay, wool, textures explore techniques exploring texture positive/negative prints	Sculptures, 3D art, magiclay/clay, wool, textures explore techniques exploring texture positive/negative cutouts	Sculptures, 3D art, clay, wool, textures creating artwork by observing the world around self positive/negative prints	Sculptures, 3D art, clay, wool, textures creating artwork by observing the world around self positive/negative prints	Sculptures, 3D art, clay, wool, textures, printmaking creating artwork by observing the world around self describe influences of art	Sculptures, 3D art, clay, wool, textures, printmaking creating artwork by observing the world around self describe influences of art
<b>P.E</b>	Practise fundamental movement skills and sequences using different body parts in response to stimuli  Identify and describe how their body moves in relation to effort, space, time, objects and people  <b>Sports/Activities</b>  Australian Rules Football - Kicking, handballing  Dance - Responding to music with actions	Construct and perform movement sequences in response to stimuli  Perform movement sequences utilising space, time, effort, objects and people  <b>Sports/Activities</b>  Australian Rules Football - Marking, modified bouncing  Dance - Performing	Construct and perform movement sequences in response to stimuli  Perform movement sequences utilising space, time, effort, objects and people  <b>Sports/Activities</b>	Practise and apply movement concepts and strategies  Combine the elements of effort, space, time, objects and people when performing movement sequences  <b>Sports/Activities</b>  Australian Rules Football - Bouncing, kicking, marking and handballing while moving  Dance - Designing	Practise and apply movement concepts and strategies  Combine the elements of effort, space, time, objects and people when performing movement sequences  <b>Sports/Activities</b>  Australian Rules Football - Bouncing, kicking, marking and handballing while moving  Dance - Designing	Design and perform movement sequences  Perform movement sequences by manipulating elements of effort, space, time, objects and people  Participating in physical activity to enhance fitness  <b>Sports/Activities</b>  Australian Rules Football - Ruckwork, game plan, leading for a mark	Design and perform movement sequences  Perform movement sequences by manipulating elements of effort, space, time, objects and people  Participating in physical activity to enhance fitness  <b>Sports/Activities</b>  Australian Rules Football - Ruckwork, game plan, leading for a mark  Dance - Designing

	Lawn bowls - Bowling a ball to hit a target	<p>sequences to match a tempo of a dance (slow/fast)</p> <p>Bat Tennis - Underarm strike</p>	<p>Australian Rules Football - Marking, modified bouncing</p> <p>Dance - Performing sequences to match a tempo of a dance (slow/fast)</p> <p>Bat Tennis - Underarm strike</p>	<p>movement sequences to match different counts</p> <p>Fitness Circuits - Flexibility, meditation, mindfulness</p> <p>Tennis - Forearm and backhand strike</p>	<p>movement sequences to match different counts</p> <p>Fitness Circuits - Flexibility, meditation, mindfulness</p> <p>Tennis - Forearm and backhand strike</p>	<p>Dance - Designing sequences to match the beat of the music</p> <p>Fitness Circuits - Core strengthening</p> <p>Tennis - Serving, movement patterns required to participate effectively</p>	<p>sequences to match the beat of the music</p> <p>Fitness Circuits - Core strengthening</p> <p>Tennis - Serving, movement patterns required to participate effectively</p>
ICT	Algorithms in coding	Algorithms in coding	Algorithms in coding	Algorithms and branches in coding	Algorithms and branches in coding	<p>Algorithms, branches, steps and iteration in coding</p> <p>Identifying algorithms used to solve problems</p>	<p>Algorithms, branches, steps and iteration in coding</p> <p>Identifying algorithms used to solve problems</p>

Lote	snacks/ drinks/fruit/money paper notes/Mid- Autumn Festival/i like	snacks/ drinks/fruit/money paper notes/Mid- Autumn Festival/i like	snacks/ drinks/fruit/mone y paper notes/Mid- Autumn Festival/i like	snacks/ drinks/fruit/money paper notes/Mid- Autumn Festival/i like	snacks/ drinks/fruit/money paper notes/Mid- Autumn Festival/i like	snacks/ drinks/fruit/money paper notes/Mid- Autumn Festival/i like	snacks/ drinks/fruit/money paper notes/Mid- Autumn Festival/i like
	Recognise differences and similarities in communication across cultures, such as greetings, names & gestures.	Recognise differences and similarities in communication across cultures, such as greetings, names & gestures.	Recognise differences and similarities in communication across cultures, such as greetings, names & gestures.	Recognise similarities and differences in the structure of spoken and written texts that have the same purpose.	Recognise similarities and differences in the structure of spoken and written texts that have the same purpose.	Recognise the contextual meanings of individual syllables or characters to assist comprehension and vocabulary development, and explain the form and function of components in individual characters.	Recognise the contextual meanings of individual syllables or characters to assist comprehension and vocabulary development, and explain the form and function of components in individual characters.
				Tones	Tones		
				Recognise the four tones and their function in Chinese, and compare consonants and vowel sounds in Chinese and English.	Recognise the four tones and their function in Chinese, and compare consonants and vowel sounds in Chinese and English.	Explore particular cultural meanings conveyed in everyday interaction across languages.	Explore particular cultural meanings conveyed in everyday interaction across languages.

Term 4	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Literacy</b>	<b>Reading:</b> <b>CAFÉ strategies</b>  Explore the different contributions of words and images (text features) in texts. CAFÉ: mental image, cross checking).  Recognise text types (imaginative and	<b>Reading:</b> Cafe strategies: - Predict - clarify - question - summarise  Use comprehension strategies to build literal and inferred meaning.	<b>Reading:</b> <b>CAFÉ strategies</b>  Reciprocal Reading  Use comprehension strategies to build literal and inferred meaning.	<b>Reading:</b> Explore how language devices, including rhythm and onomatopoeia, impact the meaning and reader's response.  Explore visual text (film as text). Identify how techniques such	<b>Reading</b>  Reading different types of text and using text processing strategies, including skimming, scanning and reviewing.  Revision: Investigate how quoted (direct) and	<b>Reading</b> Analysing visual text and unpack increasingly complex texts.  Including choices in language, (modality, emphasis, repetition and metaphor) How these influence a viewers response.	<b>Reading</b> Analysing visual text and unpack increasingly complex texts.  Including choices in language, (modality, emphasis, repetition and metaphor) How these influence a viewers response.

	<p>informative)and their characteristics and how they are used. (compare and contrast, ask questions, cause and effect).</p> <p>Find and use new and interesting words.</p> <p>Recognise author’s purpose (CAFE: Author’s purpose).</p> <p><b>Writing:</b> Focus on sentence fluency, word choice. - Revise all concepts as required. - How can we build fluency in our writing? (openers, connectives, etc). - Expanding word choice in our writing. - Model and shared writing with a range of text types. - Conduct conference and teaching groups. Continue to embed routine (share time). - Build on and work with punctuation and grammar, dependent upon individual. - How can we publish with ICT.</p> <p><b>Spelling:</b></p> <p>Working at an appropriate level.</p> <p><b>Speaking and listening:</b></p>	<p>Identify character emotions.</p> <p>Vocabulary: digraphs, ‘Magic E’ rule, upper and lower case letters.</p> <p><b>Speaking and Listening:</b> Explore different ways of expressing emotion.</p> <p><b>Writing:</b> Revise all concepts that require additional support.</p> <p>Typing writing and becoming comfortable with Microsoft Word.</p> <p>Editing using recourse and reading out loud.</p> <p>Table conference groups.</p> <p>Maintain expectations/routine</p> <p><b>Speaking and listening:</b> Giving and receiving feedback.</p> <p><b>Spelling:</b> Working at an appropriate level in</p>	<p>Connections to self, to text, to world</p> <p>Use prior knowledge to connect to text</p> <p>Compare and contrast</p> <p>Cause and effect</p> <p>Explicitly teach vocabulary</p> <p><b>Writing:</b> Writers Workshop Revise necessary concepts</p> <p>All students independently using writer’s notebooks</p> <p>Specific focus on <b>Word Choice</b> and <b>Editing (Sentence Fluency.)</b></p> <p><b>Word Choice</b> Texts are made cohesive by a use of resources.</p> <p>Uplevel words used in writing to make writing more interesting. - Related to explicit teaching of vocabulary in reading</p> <p><b>Sentence Fluency</b> “Writing may seem like a silent act, but it isn’t. When true writers read their drafts they hear passages that sing</p>	<p>as shot size, layout and camera angle effect audiences.</p> <p><b>Writing:</b> Introduce 2 TRAITS of writing: - sentence fluency - conventions</p> <p>Revisit the structure of sentences and clauses. Sentence level- Zooming In.</p> <p>Write texts that utilise language features and patterns used in literary texts.</p> <p>Reread and edit texts, focusing on structure, grammar and punctuation. Mechanics- Caring as we Edit.</p> <p>Construct and edit texts using digital programs.</p> <p><b>Spelling</b> Spelling Mastery</p>	<p>reported (indirect) speech work in different types of text.</p> <p>Use online texts; learning to navigate.</p> <p>Explore &amp; analyse the effect of images.</p> <p><b>Writing:</b> <b>6 + 1 Traits:</b> -Sentence fluency -Conventions (first four tiers of punctuation pyramid)</p> <p>Demonstrate an increasing control over text structures.</p> <p>Transforming notes from skim reading, into structured sentences.</p> <p>Use technology to publish texts.</p>	<p>Look at camera and film techniques. Author’s intent behind movie?</p> <p><b>Writing</b> Express and develop ideas further with increased complexity depending on audience. Using complex sentences verb/adverb choice, elaborated tenses, phrases.</p> <p>Use evaluative language to express meaning, feeling and opinion.</p> <p>Use a range of software and word processing programs to construct, edit and publish written text including appropriate elements</p> <p>Use technology to publish texts.</p> <p><b>Speaking and Listening</b> Participate in informal debates and plan and rehearse and deliver presentations (Camp - Sovereign Hill)</p>	<p>Look at camera and film techniques. Author’s intent behind movie?</p> <p><b>Writing</b> Express and develop ideas further with increased complexity depending on audience. Particularly essay writing. Using complex sentences verb/adverb choice, elaborated tenses, phrases.</p> <p>Use evaluative language to express meaning, feeling and opinion.</p> <p>Use a range of software and word processing programs to construct, edit and publish written text including appropriate elements</p> <p>Use technology to publish texts.</p> <p><b>Speaking and Listening</b> Participate in informal debates and plan and rehearse and deliver presentations (Camp - Sovereign Hill)</p>
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	Giving and receiving feedback.	Sounds Write or spelling mastery.	<p>out and those that don't.. (Traits of writing, Ruth Culham, 2010)</p> <p><b>-Editing -</b> - Why is editing so important to the writing process? What does excellent editing look like? Model high quality editing to students.</p> <p>Writing to make a difference?? - Use writing to make a change - Write to premier, principal, local MP etc</p> <p>Conference groups</p> <p>Focus groups</p> <p>Share Time - 'The Best Time'</p> <p>Writers gift <b>Spelling</b> Spelling Mastery</p>				
<b>Numeracy</b>	<p><b>Number and Algebra:</b></p> <p>Revision</p> <p>Numbers to 20, names, numerals, quantities,</p>	<p><b>Number and Algebra:</b></p> <p><b>Revision - Everything as required.</b></p> <p>Place value</p> <p>Patterns</p>	<p><b>Number and Algebra:</b></p> <p><i>Maths proficiencies</i></p> <ul style="list-style-type: none"> <li>- Reasoning</li> <li>- Fluency</li> </ul> <p>The Four Operations</p> <p>Times Tables</p>	<p><b>Number and Algebra:</b></p> <p>The Four Operations: overview and introduction to higher multiples.</p> <p><b>Times Tables</b></p> <p>Place Value - Revision</p>	<p><b>Number and Algebra:</b></p> <p>The Four Operations overview and introduction to higher multiples.</p> <p>Times Tables</p>	<p><b>Number and Algebra:</b></p> <p>The four operations: overview.</p> <p>Times Tables</p> <p>Place value - revision to 100 thousands</p>	<p><b>Number and Algebra:</b></p> <p>The four operations: overview</p> <p>Times Tables</p> <p>Patterns and algebra: prime,</p>

	collections and sequencing.	Counting by 1s, 5s and 10s.	Place Value - revision	up to 10 000	Place Value - revision at and above 10 000	Patterns and algebra: equivalent number, sentences, algorithms.	composite, square and triangular, sequence, BODMAS, algorithms.
	Place value	All forms of sums.	<b>Measurement and Geometry:</b>	Patterns: number patterns for addition and subtraction. Use a function and inverse machine to apply rules.	Patterns: number patterns from multiplication, solve word problems using number or division, equivalent number sentences and using steps.	Revision- Fractions	Revision
	Addition & Subtraction	Money - as needed	Mapping			Measurement and Geometry:	<b>Measurement and Geometry:</b>
	Sharing - model (practical situations)	Fractions - as needed	Transformation	<b>Measurement and Geometry:</b>		Mapping (grid) - grids reference, simple landmarks, directional language.	Introduce the Cartesian coordinate system using all four quadrants
	Revision as required.	<b>Measurement and Geometry:</b>	<b>Statistics and Probability:</b>	Time - represent to the minute.	Revision: fractions		
	<b>Measurement and Geometry:</b>	Give and follow directions to familiar locations.	Data displays	Mapping/grids - interpret and create simple grid maps.	<b>Measurement and Geometry:</b>	Describe translations, reflections & rotations of 2D shapes.	Identify line & rotational symmetries & transformations and tessellations
	Shapes 2D and 3D.	Duration using months, days and hours.		Transformation - slides and turns	Mapping/grids - simple scales and legends to interpret maps.	Identify line & rotational symmetries.	Length revision
	Revision as required.	<b>Revision:</b>			Create symmetrical patterns, pictures & shapes.	Length revision	Time revision
	<b>Statistics and Probability:</b>	Shapes 2D and 3D.			Revision time - convert between minutes of time. use am and pm to solve simple time problems.	Time revision	<b>Statistics and Probability</b>
	Revision as required.	<b>Statistics and Probability:</b> If needed.			<b>Statistics &amp; Probability:</b>	<b>Statistics and Probability:</b>	Chance describe probabilities using fractions, decimals and percentages. conduct experiments with small and large numbers of trials compare frequencies.
					Evaluate the effectiveness of different displays	Chance - list outcomes of experiments (equally. likely and probabilities) use fractions. probabilities range from 0 - 1.	

<b>Inquiry</b>	<b>Student Led Inquiry:</b> <ul style="list-style-type: none"> <li>- Animal / nature focused.</li> <li>- Student work in mixed ability groups to create a project on a chosen animal (habitat / indigenous name / poster / diagram etc).</li> </ul>				<b>Economics and Business Focus</b> Consumer and Financial Literacy -What strategies are used to market products to consumers? -How can we market our own products for our consumers? (Business link)		
<b>STEAM</b>	<b>Earth and Space Sciences</b> <ul style="list-style-type: none"> <li>- How does the weather change in each season?</li> <li>- How does this impact our everyday life?</li> <li>- Sky - Moon, Stars</li> <li>- Earth's resources are used in a variety of ways. How can we conserve these resources?</li> </ul>			<b>Physical Sciences Focus</b> <ul style="list-style-type: none"> <li>- How can heat be produced?</li> <li>- Why might heat be produced in different ways?</li> <li>- Friction: produces heat and is a force. How?</li> <li>- How can heat be transferred? When does this happen in everyday life?</li> <li>- What is a force?</li> <li>- How can we measure heat?</li> <li>- Contact vs non-contact forces. What is similar and what is different?</li> <li>- Investigate the effect of forces.</li> </ul>		<b>Chemical Sciences</b> Reversible changes and recycling <ul style="list-style-type: none"> <li>- How can we make reversible changes to recycle more materials?</li> <li>- If we cannot easily classify a material, what properties can we look at to assist with classifying it?</li> </ul>	
<b>Concert</b>	Prepare and deliver concert.				Prepare and deliver concert.		
<b>Restorative Schools / Respectful Relationships</b>	Stress management / help seeking <ul style="list-style-type: none"> <li>- What is stress?</li> <li>- What does a meltdown sound like / feel like / look like?</li> <li>- Who are the helpers at school?</li> <li>- Who is my support network.</li> </ul>			<b>Respectful Relationships</b> What are some strategies to make the playground/classroom healthy, safe, active? How can we discuss and interpret health information in the media? What strategies can be used in a situation where you feel uncomfortable? Explain how success, challenge and failure strengthen personal identities.		<b>Stress management/ Help seeking</b> <ul style="list-style-type: none"> <li>- Identifying stressors.</li> <li>- Guided relaxation.</li> <li>- Identifying when help is needed.</li> <li>- Trust and courage.</li> <li>- Who to turn to.</li> <li>- Communicating clearly.</li> </ul>	
<b>Art</b>	Review of skills/techniques use a variety of materials working with paper Christmas	Review of skills/techniques use a variety of materials working with paper Christmas	Review of skills/techniques explore ways to display artworks working with paper Christmas	Review of skills/techniques extend Visual Arts language consider audience when creating artworks skills in working with paper Christmas	Review of skills/techniques extend Visual Arts language consider audience when creating artworks skills in working with paper Christmas	Review of skills/techniques extend Visual Arts language describe ideas expressed in artworks working with paper/college Christmas	Review of skills/techniques extend Visual Arts language describe ideas expressed in artworks working with paper/college Christmas

<p><b>P.E</b></p>	<p>Describe how the body is growing and changing</p> <p>Explore how physical activity keeps individuals healthy</p> <p>Test solutions to movement challenges</p> <p><b>Sports/Activities</b></p> <p>Solving movement challenges Hockey T-Ball</p>	<p>Describe physical and social changes that occur as children grow older</p> <p>Discuss the body's reactions to participating in physical activity</p> <p>Solve movement challenges and test different ways to do so</p> <p><b>Sports/Activities</b></p> <p>Solving movement challenges Hockey T-Ball</p>	<p>Describe physical and social changes that occur as children grow older</p> <p>Discuss the body's reactions to participating in physical activity</p> <p>Solve movement challenges and test different ways to do so</p> <p><b>Sports/Activities</b></p> <p>Solving movement challenges Hockey T-Ball</p>	<p>Explore strategies to manage physical, social and emotional change</p> <p>Examine the benefits of physical activity to health and wellbeing</p> <p>Apply innovative and creative thinking in solving movement challenges</p> <p><b>Sports/Activities</b></p> <p>Hockey Cricket T-Ball</p>	<p>Explore strategies to manage physical, social and emotional change</p> <p>Examine the benefits of physical activity to health and wellbeing</p> <p>Apply innovative and creative thinking in solving movement challenges</p> <p><b>Sports/Activities</b></p> <p>Hockey Cricket T-Ball</p>	<p>Plan and practise strategies to promote health, safety and wellbeing</p> <p>Propose and apply movement concepts and strategies</p> <p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges</p> <p><b>Sports/Activities</b></p> <p>Hockey Cricket T-Ball</p>	<p>Plan and practise strategies to promote health, safety and wellbeing</p> <p>Propose and apply movement concepts and strategies</p> <p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges</p> <p><b>Sports/Activities</b></p> <p>Hockey Cricket T-Ball</p>
<p><b>ICT</b></p>	<p>Using the internet to share information safely</p>	<p>Using the internet to share information safely</p>	<p>Using the internet to share information safely</p>	<p>Using the internet to plan, create and share information safely</p> <p>Using the internet to create problem solving solutions</p>	<p>Using the internet to plan, create and share information safely</p> <p>Using the internet to create problem solving solutions</p>	<p>Using the internet to plan, create and share information safely by following protocols</p> <p>Using the internet to create problem solving solutions</p> <p>User interfaces for digital systems</p>	<p>Using the internet to plan, create and share information safely by following protocols</p> <p>Using the internet to create problem solving solutions</p> <p>User interfaces for digital systems</p>
<p><b>Lote</b></p>	<p>Pets/colours/describing words</p> <p>Chinese New Year</p>	<p>Pets/colours/describing words</p> <p>Chinese New Year</p> <p>Recognise the four tones and their</p>	<p>Pets/colours/describing words</p> <p>Chinese New Year</p>	<p>Pets/colours/describing words</p> <p>Chinese New Year</p> <p>Identify the form, composition and spacing within</p>	<p>Pets/colours/describing words</p> <p>Chinese New Year</p> <p>Identify the form, composition and spacing within characters, relating</p>	<p>Pets/colours/describing words</p> <p>Chinese New Year</p> <p>Understand and use basic structures and features of Chinese</p>	<p>Pets/colours/describing words</p> <p>Chinese New Year</p> <p>Understand and use basic structures and features of Chinese</p>

	Recognise the four tones and their function in Chinese	function in Chinese	Recognise the four tones and their function in Chinese	characters, relating components and their positions to their meaning and sounds.	components and their positions to their meaning and sounds.	grammar to enhance meaning and clarity of expression.	grammar to enhance meaning and clarity of expression.
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