

	Kindy	Pre-Primary
<b>Literacy</b>	<p>Letter formation and recognition</p> <p>Beginning to connect and blend sounds together to make CVC words</p> <p>Orally retell learnt stories through role play and dramatic play.</p> <p>Use oral language to ask simple questions</p> <p>Participate in discussions and contribute own ideas</p> <p>Explore and play with syllables</p> <p>Explore mark making</p> <p>Show interest in reading and writing activities</p>	<p>Understanding the different forms of language, for example short form text such as words on signs and long form text such as books or film.</p> <p>Sentences</p> <p>What are sentences and what they are made up of.</p> <p>Recognising that texts are made u of words and that those words make meaning.</p> <p>Understanding the patterns of rhyming words in spoken language</p> <p>Isolating the different sound within words and blending or segmenting those sounds</p> <p>Recognise upper and lowercase letters and know the common sound that each letter makes</p>
<b>Mathematics</b>	<p>Measurement and geometry – comparing objects and determining whether it is heavier, lighter, longer, or shorter.</p> <p>Number recognition – what each number looks like and what it represents</p> <p>Number formation</p>	<p>Position</p> <p>Describe the position of objects and how they move (Clockwise, anticlockwise)</p> <p>Shape</p> <p>Properties of 3D objects</p> <p>Capacity</p> <p>Using direct and indirect comparisons to decide which is heavier, lighter or holds more.</p> <p>Compare and order duration of events using everyday language of time</p> <p>Connect the days of the week to familiar events</p> <p>Answer yes, no questions to collect information</p>
<b>Phys Ed</b>	<p>Fundamental movement skills – balancing, running, jumping, underarm throwing and catching.</p>	<p>Fundamental Movement Skills: jump, kick, skip, hop, gallop, run, balance, catch, underarm throw and overarm throw</p> <p>Lacrosse and Volleyball focus sports.</p>
<b>Science</b>		<p>Observe and manipulate a variety of everyday items, identify the materials they are made of and sort them by properties such as colour, hardness, texture and flexibility. How we select or combine materials according to purpose.</p>
<b>Media Arts</b>	<p>Exploration and experimentation with pictures to communicate messages</p> <p>Production of images to convey as message with a purpose</p> <p>Personal responses to the art they make and view</p>	

	Codes and conventions of media arts <ul style="list-style-type: none"> <li>- Technical (capturing, selecting and arranging images)</li> <li>- Symbolic (objects, colour)</li> </ul>
<b>Performing Arts</b>	Create and respond to music: Listen and respond to a variety of musical styles. Learn about beat, rhythm and pitch as well as ways of notating music while learning to play an instrument for performance at the end of the term.
<b>Health</b>	Healthy habits including regular physical activity, rest and sleep. Analyse symbols on food packages. Actions that promote safety in a range of situations including being sun smart.
<b>Wellbeing</b>	Zones of Regulation – what they are and how we use them Knowing its ok to feel emotions
<b>HASS</b>	Place Students identify the different places they live and belong to. They begin to form an understanding that everyone has similar and different places that they are apart of and can describe the different features in their place, such as rooms or structures. The reason some places are special to the people and how they can be looked after.
<b>Digital Technologies</b>	Identify the different digital systems, staying safe when using the internet, taking videos and photos using an ipad.

## Year 1

	<b>Year 1</b>
<b>Maths</b>	Measurement and geometry. Measure and compare the capacity of objects using uniform informal units. Describe duration using months, weeks, days or hours Shape Recognise and classify 2D and 3D shapes Location and transformation Give and follow directions to familiar locations Fractions Recognise and describe one half as one of two equal parts of a whole. Number Writing and ordering numbers to 100 and locating them on a number line Simple addition and subtraction problems and strategies to solve them. Count collections to 100 by partitioning using place value Chance Choose simple questions and gather responses and make simple inferences
<b>Reading</b>	Comprehension strategies – prior knowledge, predicting, asking and answering questions, summarising
<b>Writing</b>	Writing imaginative stories using different picture and word prompts Narrative Talk for Writing model text What is a character? Setting Plot
<b>Grammar</b>	The Grammar project. Expanding sentences to make them more interesting What are adjectives? Use of joining words such as because and but.
<b>Spelling</b>	Spell one and two syllable words Level based word list that focuses on the students individual spelling needs
<b>media Arts</b>	Experimentation of sounds images and texts to communicate ideas Codes and conventions of media arts <ul style="list-style-type: none"><li>- Technical (capturing, selecting and arranging)</li><li>- Symbolic (objects, colour)</li><li>- Audio (selecting and capturing sounds to convey mood)</li><li>- Written (adding text)</li></ul> Production of media by editing sound, text or images to communicate ideas to an audience Understanding how different media works to convey messages (billboards, TV, print) Personal response to media they view and produce
<b>Performing Arts</b>	Creating and responding to music: listen and respond to a variety of musical styles. Learn about beat, rhythm, pitch, dynamics, melody and harmony as well as ways of notating music while learning to play an instrument for performance at the end of the term.

<b>HASS</b>	<p>Place</p> <p>Natural, managed and constructed features of places</p> <p>Identify and describe these features within their school and local area</p> <p>Recount Dreamtime stories and identify natural features</p> <p>How weather and seasons vary between places</p> <p>The activities that take place in the local community which create its distinct features.</p>
<b>Sport</b>	<p>Fundamental Movement Skills: jump, kick, skip, hop, gallop, run, balance, catch, underarm throw and overarm throw</p> <p>Lacrosse and Volleyball focus sports.</p>
<b>Science</b>	<p>Observe and manipulate a variety of everyday items, identify the materials they are made of and sort them by properties such as colour, hardness, texture and flexibility. How we select or combine materials according to purpose.</p>
<b>Health and Wellbeing</b>	<p>Healthy habits including regular physical activity, rest and sleep. Analyse food labels for health benefits. Actions that support a safe and inclusive environment and strategies to use when help is needed. Being sun smart.</p>
<b>Digital Technologies</b>	<p>Identify the different digital systems, staying safe when using the internet, taking videos and photos using an ipad.</p>

**Yr 2/3**

	<b>Year 2</b>	<b>Year 3</b>
<b>Maths</b>	<p>Number and Algebra: Review four operations within word problems. Recognise, sort, count and calculate with Australian notes and coins.</p> <p>Data representation: Collecting, representing and interpreting data</p> <p>Measurement: Read and interpret calendars and explore similarities and differences between months.</p> <p>Location and transformation: Describe and interpret the position of objects and places on maps in everyday contexts.</p>	<p>Number and Algebra: Review four operations within word problems. Explore different combinations of coins to make a total, calculate change and round to the nearest five cents.</p> <p>Data representation: Collect and interpret data. Understand and use pictographs and column graphs.</p> <p>Geometric reasoning: Compare and classify angles in shapes and the environment in relation to a right angle.</p> <p>Location and transformation: Use grid references to interpret and create simple maps.</p>
<b>Reading</b>	<p>Novel Study – Bungawitta, Emily Rodda Fluency focus – timed reading with levelled decodable readers. Review comprehension strategies: summarising, connecting, comparing and inferring</p>	
<b>Writing</b>	<p>Persuasive Writing Talk For Writing Model Text – Do Not Open That Box! Rhetorical questions, high modality words, personal pronouns, rule of three</p>	
<b>Grammar</b>	<p>The Grammar Project Define subjects and predicates and identify within clauses Complete sentences when provided with a sentence stem containing the conjunctions since, although, whenever. Use of various levels of modality within a sentence Regular and irregular past tense verbs Regular and irregular plural nouns</p>	
<b>Spelling</b>	<p>Sounds Write Review all sounds taught in Term 3 &lt;a&gt; /ai/ /d/ /ee/ /i/</p>	
<b>Media Arts</b>	<p>TBC</p>	
<b>Performing Arts</b>	<p>Creating and responding to music: listen and respond to a variety of musical styles. Learn about beat, rhythm, pitch, dynamics, melody and harmony as well as ways of notating music while learning to play an instrument for performance at the end of the term.</p>	
<b>HASS</b>	<p>Civics and Citizenship Communities make decisions in different ways and voting is a way that groups make decisions democratically. Who makes rules, why rules are important, and the consequences of rules not being followed. Why people participate in community groups, such as a school or community</p>	

	project, and how students can actively participate and contribute to their local community.	
<b>Sport</b>	Fundamental Movement Skills: jump, kick, skip, hop, gallop, run, balance, catch, underarm throw and overarm throw Lacrosse and Volleyball focus sports.	
<b>Science</b>	Natural and processed materials have a range of physical properties; These properties influence how and why they are used.	
<b>Health &amp; Wellbeing</b>	Healthy and active communities: healthy star rating on food packages, health messages communicated in the media. Being sun smart. Staying safe: strategies to use when help is needed.	Personal identity: rights and responsibilities, respect in the family and community. Consent (taking and posting photographs). Online behaviour – respect and empathy
<b>Digital Technologies</b>	Identify the different digital systems, staying safe when using the internet, taking videos and photos using an ipad.	
<b>Languages</b>		Introduction to basic German

	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Maths</b>	<p>Number, Measurement &amp; Statistics and Probability – consolidate and build upon topics learnt in terms 1-3. Apply mathematical concepts to real life situations /problems. Problem Solving – Bebras Computational Thinking Challenge</p>	<p>Number – Financial Plans Measurement – Mass, symmetry &amp; enlargements. Statistics and Probability – Explore concepts of chance. Number, Measurement &amp; Statistics and Probability – consolidate and build upon topics learnt in terms 1-3. Apply mathematical concepts to real life situations /problems. Problem Solving – Bebras Computational Thinking Challenge</p>	<p>Measurement – 3D objects and the Cartesian coordinate system. Number, Measurement &amp; Statistics and Probability – consolidate and build upon topics learnt in terms 1-3. Apply mathematical concepts to real life situations /problems. Problem Solving – Bebras Computational Thinking Challenge</p>
<b>Reading</b>	<p>Focus text: Stolen Girl by Trina Saffioti &amp; Norma MacDonald Using text to explore and extend comprehension and language skills including critical reading and summarising. Encourage purposeful discussion of historical fiction text to entertain audiences.</p>		
<b>Writing</b>	<p>Talk for Writing Model Text: Lego: The Best Toy in the World Persuasive Writing. To write a good persuasive text, writers present a single point of view with convincing arguments and supporting evidence to persuade the reader that this point of view is the correct one.</p>		
<b>Spelling</b>	<p>Spelling Mastery Program. Additional spelling revision using IXL English online and editing of own writing.</p>		
<b>HASS</b> (Includes connected learning across all curriculum areas)	<p>Economics and Business: Wants, Resources and Choices Why do I have to make choices as a consumer? What influences the decisions I make? What can I do to make informed decisions? Students develop an understanding of why decisions need to be made when allocating resources for society's need and wants. They look at various factors that influence them when making decisions and examine methods that can help with consumer decision making.</p>		
<b>Science</b>	<p>Chemical Science: Matter and Particles What are the states of matter and how do they behave? What is matter and how is it different? Students explore specific properties and behaviours of the three states of matter (solids, liquids and gases). They investigate the behaviour of gases and the effect of heating and cooling on matter. Students will also explore safe ways to investigate tiny particles including fair testing, reasoned predictions, identifying variables, and communicating ideas and findings to an audience.</p>		
<b>Design Technologies</b>	<p>Visual Programming: What is an Algorithm? Students learn how computer code functions and explore algorithms to code through theoretical and practical tasks of describing, implementing, defining and planning code to create images and cartoons.</p>		

<b>Performing Arts</b>	Creating and Responding to Music. Listen and respond to a variety of musical styles. Learn both digital and analogue ways of notating while learning to play an instrument (recorder) for performance at the end of the term.
<b>Visual Arts</b>	TBC
<b>Health &amp; Wellbeing</b>	Preparing for a bushfire emergency – the new bushfire ratings system, our school plan, leaving early, emergency kits. Growth and development, protective behaviours. Choices, consequences and decision-making skills. Personal identity: rights and responsibilities, respect in the family and community. Consent (taking and posting photographs). Online behaviour – respect and empathy.
<b>Phys Ed</b>	Fundamental Movement Skills through game play: jump, kick, skip, hop, gallop, run, balance, catch, underarm throw and overarm throw Lacrosse and Volleyball focus sports.
<b>Languages</b>	Introduction to basic German