

## ENGLISH

**Unit 2: Enjoying and Retelling Stories**

Students listen to and engage with fiction and non fiction texts to explore how language is used to entertain through retelling events. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates.

- Jolly phonics
- Handwriting program
- Writing warm ups
- Reading hierarchy
- Reading program - QAR

**EVENTS & EXCURSIONS**

- Life Education
- ANZAC Day Ceremony
- Under 8's
- Twelfth Night Theatre Excursion

## SCIENCE

**What's It Made Of?  
(Chemical Sciences)**

Students will develop the skills of observing, describing, comparing and communicating through exploring what things are made of in the school environment and the properties of the materials used to make them.

**HEALTH – Life Education****My Body Matters**

Harold and his friends want to look their best for photo day at school, but discover that things don't always go to plan. The students focus on how to keep themselves healthy and safe.

## HEALTH

**Nutrition**

Students will be able to distinguish between healthy foods and give reasons for their choices.

## HASS

**Unit 1: My Family History**

Students will explore the following inquiry question:

- *What is my history and how do I know?*

Students will explore the structure of families and investigate their own family background and relationships within the family. They will examine diversity within theirs and other family structures. Students will also develop an understanding of how past events are commemorated and communicated.

## TECHNOLOGY

**Grow, Grow, Grow**

Students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating.

## MATHEMATICS

*Number & Algebra*

- Recall forwards & backwards counting sequences
- Subitise collections to five
- Count to identify how many
- Represent counting sequences
- Compare & sequence quantities
- Connect number names & quantities
- Identify & represent parts of a whole
- Describe a quantity by its parts
- Copy, describe & continue repeating number patterns

*Measurement & Geometry*

- Describe & compare objects using length, height, thickness
- Describe & compare the duration of events
- Explore the duration of a day
- Name, compare, sort & describe 3D objects
- Name, compare, sort & describe 2D shapes
- Copy & describe lines
- Identify & describe pathways
- Give, follow & represent movement paths
- Describe locations

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## ENGLISH

**Unit 4: Examining the Language of Communication**

Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities.

- Jolly phonics / Spelling program
- Handwriting program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR

## HASS

**Unit 1: My Changing Life**

Students will explore the following inquiry question:

- *How has my family and daily life changed over time?*

Students will identify and describe important dates and events that are significant. They will also compare the daily lives of people in their family. Students will sequence and describe and share events about the past using 'time' words.

## SCIENCE

**Spot the Difference (Chemical Sciences)**

Students explore changes in food when it is heated or cooled. They will learn about food's properties and whether the changes can be reversed or not.

## MATHEMATICS

*Number & Algebra*

- Count by 2s, 5s and 10s
- Use a number line for subtraction
- Count forwards & backwards by 10s
- Know the value of Australian coins
- Use 'make to 10' strategy when adding
- Create patterns, describe with numbers
- Make & describe addition number sentences
- Identify & model halves of objects & collections
- Identify, describe & continue number patterns
- Use the constant function on a calculator to continue patterns
- Share collections of objects equally
- Count backwards from 100 by 2s, 5s and 10s
- Use ordinal numbers to identify & describe position
- Count on to add small numbers

*Measurement & Geometry*

- Understand squares & rectangles
- Use direct comparison to compare area
- Use positional language to describe the location of objects
- Measure & compare shapes using uniform informal area units
- Describe the relative position of objects
- Count cubes to compare & measure volume
- Revise o'clock and half hour
- Name & describe 3D objects and relate them to 2D shapes
- Identify congruent shapes
- Identify & draw 2D shapes
- Interpret and plot paths on simple maps
- Use a calendar
- Measure & compare length

**EVENTS & EXCURSIONS**

- Life Education
- ANZAC Day Ceremony
- Under 8's

## HEALTH – Life Education

**Ready, Steady, Go**

Harold and his friends are ready for their big race at the school athletics carnival. Or are they? When one member of their relay team doesn't show up, what will they do?

## MATHEMATICS

*Statistics & Probability*

- Read, interpret & draw picture graphs
- Construct & interpret picture graphs
- Identify and describe events that 'will happen', 'won't happen' & 'might happen'

## ENGLISH

**Unit 4: Examining the Language of Communication**

Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities.

- Spelling program
- Handwriting program
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## ENGLISH

**Unit 3: Exploring Character and Setting in Texts**

Students listen to, read, view and analyse informative and literary texts. They make inferences about characters and settings and draw connections between the text and their own experiences.

- Spelling program
- Handwriting program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR, comprehension strategies

## SCIENCE

**Feathers, Fur or Leaves (Biological Sciences)**

Students will explore features of living things and ways they can be grouped together – observable features, living or non-living things. They will use this knowledge to investigate the animal group in the leaf litter in the school grounds.

## HASS

**Unit 1: Present Connections to Places**

Students will explore the following inquiry questions:

- *How are people connected to their place and other places?*

Students will identify and describe features on a map. They will also investigate how people are connected to places and use geographical information and data to identify factors that influence those connections. Students will explore how and why significant places should be preserved.

## MATHEMATICS

*Number & Algebra*

- Represent  $x \div$
- Solve  $x \div$  problems
- Describe the connection between  $x \div$
- Describe fractions as equal parts
- Represent halves, quarters & eighths
- Solve simple fraction problems
- Describe, compare & order coins/notes by their features
- Count coin & note collections
- Identify equivalent combinations
- Recall  $+$  &  $-$  facts
- $+$  &  $-$  2 digit numbers

*Measurement & Geometry*

- Name & describe the features of 2D shapes
- Name, describe the features of & construct 3D objects
- Cover surfaces & compare areas of shapes
- Measure area with informal units

*Statistics & Probability*

- Collect, record & display data in picture & column graphs
- Describe outcomes of data investigations
- Identify events that involve chance
- Describe chance outcomes

**EVENTS & EXCURSIONS**

- Life Education
- ANZAC Day Ceremony
- Under 8's

## HEALTH – Life Education

**Harold's Diary**

Harold offers to share with the class his diary entries about one week at school. This platform provides the opportunity to explore relationships and friendship, influences on food choices, benefits of physical activity and the definition of a drug.

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## HASS

**Unit 1: Our Unique Communities**

Students will answer the following inquiry questions:

- *How and why do people choose to remember significant events of the past?*

Students will identify individuals, events and aspects of the past that have significance. They will compare aspects of their community over time and how and why people have contributed. Students will also investigate the importance of different celebrations and commemorations to different groups.

## MATHEMATICS

*Number & Algebra*

- Continue, describe & create number patterns (1,2,3,5 & 10) to 1 000
- Identify missing elements in number sequences
- Identify pattern rules in number sequences
- Identify odd & even numbers
- Read, write and represent 3 digit numbers
- Partition 3 digit numbers (standard & non standard place value)
- Compare & order 3 digit numbers
- Represent  $\times$  &  $\div$
- Recall basic facts: 0,1,2,3,5 & 10
- Solve simple  $\times$  &  $\div$  problems
- Recall  $+$  &  $-$  facts
- $+$  &  $-$  2 digit numbers
- represent & solve  $+$  &  $-$  problems

*Measurement & Geometry*

- Interpret & use a calendar
- Tell time to five minute intervals
- Compare formal & informal units of length, mass & capacity
- Represent, measure & compare objects using centimetres & metres
- Represent, measure & compare objects using grams & kilograms
- Represent, measure & compare objects using millilitre & litre

*Statistics & Probability*

- Collect and record data
- Display data in picture or column graphs
- Interpret and describe outcomes of data investigations

**EVENTS & EXCURSIONS**

- Life Education
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## HEALTH – Life Education

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## ENGLISH

**Unit 4: Exploring Procedural Text**

Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text.

- Spelling program
- Handwriting program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR, comprehension strategies

**EVENTS & EXCURSIONS**

- Life Education
- ANZAC Day Ceremony
- Under 8's

## SCIENCE

**All Mixed Up (Chemical Sciences)**

Students learn about materials that don't mix well, and others that are difficult to separate. They will explore how changing the quantities of materials in a mixture can alter its properties and uses.

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Students will explore the following inquiry questions:

- *How are people connected to their place and other places?*

Students will identify and describe features on a map. They will also investigate how people are connected to places and use geographical information and data to identify factors that influence those connections. Students will explore how and why significant places should be preserved.

**HEALTH – Life Education****Safety Rules**

Harold and his friends have gone camping, but when someone gets injured on a hiking expedition, how will they look after each other and make it back to camp.

## MATHEMATICS

*Number & Algebra*

- Represent  $x$  &  $\div$
- Solve  $x$  &  $\div$  problems
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- Solve simple fraction problems
- Describe, compare & order coins/notes by their features
- Count coin & note collections
- Identify equivalent combinations
- Recall + & - facts
- + & - 2 digit numbers

*Measurement & Geometry*

- Name & describe the features of 2D shapes
- Name, describe the features of & construct 3D objects
- Cover surfaces & compare areas of shapes
- Measure area with informal units

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## HEALTH – Life Education

**All Systems Go**

Inside a futuristic machine 'The Venture', the Captain and his crew take the class on a tour of the human body. Travelling through the blood, the class explore and discover how magnificent the human body really is. They learn the functions of various body parts and the actions required to keep these systems working well.

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**EVENTS & EXCURSIONS**

- Life Education
- ANZAC Day Ceremony



## ENGLISH

**Unit 4: Exploring Recounts Set in the Past**

Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspective.

- Spelling program
- Handwriting program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR, comprehension strategies

## SCIENCE

**Beneath Our Feet (Earth and Space Sciences)**

Students explore how natural processes and human activity shape their surroundings. Their understanding of soils, rocks and landscapes and how they change over time is developed. Students will also investigate factors that affect the erosion of soils.

## HASS

**Unit 1: Australia Before, During and After European Settlement**

Students will explore the affect, past and present, of colonisation by studying the experiences and interactions of European explorers, convicts, settlers and Australia's first peoples. They will also examine the purpose of laws and consider how culture is shaped by different groups in the community.

## MATHEMATICS

*Number & Algebra*

- Recognise, describe and model fractions to wholes
- Compare and order fractions on a number line
- Recognise, describe and model improper fractions and mixed numbers relating to halves, quarter and thirds
- Partition to create fraction families
- Solve calculations involving fractions with like denominators
- Recall + & - facts
- Use equivalent + & - number sentences to find unknown quantities
- Calculate 3 or 4 digit addition problems
- Calculate 3 digit subtraction problems
- Use appropriate mental strategies in written algorithms

*Measurement & Geometry*

- Identify angles as measures of turns
- Label the parts of an angle
- Identify types of angles as related to a right angle
- Use positional language to give directions
- Explore the features of a simple map
- Use compass points and scale
- Measure area using informal units
- Calculate area of regular and irregular shapes

*Statistics & Probability*

- Explore the language of chance
- Describe and sort the likelihood of events in spinner chance investigations
- Identify different data collection methods
- Collect, organise and record data
- Display data in column graphs

## THE ARTS – DRAMA

**Exploring Issues Through Drama**

Students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.

## HEALTH

**Feeling Safe**

Students investigate how emotional responses vary and understand how to interact positively with others. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours. They will also identify people who can help them make good decisions and stay safe.

## HEALTH – Life Education

**bCyberwise**

Focusing on cyber safety, cyber ethics and building positive relationships with friends online and offline. The students explore a range of issues such as password security, risks of sharing personal information, how to communicate respectfully both online and offline, and strategies to handle bullying including cyberbullying.

**EVENTS & EXCURSIONS**

- Life Education
- ANZAC Day Ceremony

**ENGLISH****Unit 3: Examining characters in Animated Film**

Students listen to, read and interpret a range of multimodal text including comics, cartoons and animations. They will explore a character's behaviour when faced with an ethical dilemma.

- Spelling program
- Handwriting program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR, comprehension strategies

**SCIENCE****Light Shows (Physical Sciences)**

Students explore the properties of light and how it enables us to see. They will investigate the role of light in our lives and community. They will also explain how objects reflect, absorb and refract light, and how we can use light to meet our needs.

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They will also investigate natural hazards and their effect on Australian communities.

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## HEALTH

**Multicultural Australia**

Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.

**EVENTS & EXCURSIONS**

- Life Education
- ANZAC Day Ceremony
- Gala days

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## MATHEMATICS

*Number & Algebra*

- Read, write and represent 6 digit numbers
- Order and compare 6 digit numbers
- Apply mental  $\times$  and  $\div$  strategies to calculate written problems
- Identify equivalent and non-equivalent number sentences
- Apply order of operation
- Compare, order and represent common fractions and decimals
- Calculate  $+$  and  $-$  of fractions with like denominators
- Calculate  $+$  and  $-$  of decimals

*Measurement & Geometry*

- Revise time terminology and facts
- Connect 12- and 24- hour time
- Read, represent and convert 12- and 24- hour time
- Identify the properties of regular and irregular 2D shapes
- Enlarge or reduce 2D shapes and explain the properties

*Statistics & Probability*

- Use the language of chance
- Identify possible outcomes of chance experiments
- Represent the likelihood of an event happening using fractions
- Define categorical and numerical data
- Create and interpret dot plots and picture graphs

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## ENGLISH

**Unit 4: Interpreting Literary Texts**

Students listen to, read and view extracts from literary texts set in earlier times. They will show how events and characters are created within historical contexts.

- Spelling program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR, comprehension strategies

## SCIENCE

**Earthquake Explorers (Earth and Space Sciences)**

Students develop an understanding of the causes of earthquakes and how they change the Earth's surface. They will explore earthquake magnitude data from Australia and neighbouring countries, drawing conclusions about patterns in the data.

## HASS

**Unit 2: Australians as Global Citizens**

Students will examine the values, rights and responsibilities of Australian citizens and their obligations as global citizens.

They will also explore the stories of groups of migrants to Australia since Federation and their contributions to society.

## MATHEMATICS

*Number & Algebra*

- Explore numbers below zero
- Position integers on a number line
- Compare & order integers
- Revise whole numbers and decimals to thousandths
- Partition and combine numbers flexibly
- Make connections between equivalent fractions, decimals and percentages
- Investigate and calculate percentage discounts of 10%, 25% and 50%

*Measurement & Geometry*

- Calculate the perimeter and area of shapes using metric units
- Explore the relationship between length, perimeter and area
- Revise the properties of 2D shapes
- Explore reflections, rotations and translations of 2D shapes
- Revise the properties of 3D objects
- Create nets of prisms & pyramids
- Construct models of prisms & pyramids
- Classify, draw & measure types of angles
- Calculate unknown angles on a straight line
- Classify, draw & measure vertically opposite angles

*Statistics & Probability*

- Identify the probability of outcomes of chance events as fractions, decimals and percentages
- Represent outcomes on a continuum
- Conduct chance experiments
- Identify categorical and numerical data
- Match data to the appropriate data display
- Collect, organise and display data in an appropriate display

## HEALTH

**Let's All Be Active**

Students investigate how physical activity creates opportunities for different groups to work together. They will identify how physical activity contributes to individual and community wellbeing. They will also collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.

**EVENTS & EXCURSIONS**

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**Unit 4: Interpreting Literary Texts**

Students listen to, read and view extracts from literary texts set in earlier times. They will show how events and characters are created within historical contexts.

- Spelling program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR, comprehension strategies

## SCIENCE

**Earthquake Explorers (Earth and Space Sciences)**

Students develop an understanding of the causes of earthquakes and how they change the Earth's surface. They will explore earthquake magnitude data from Australia and neighbouring countries, drawing conclusions about patterns in the data.

## HASS

**Unit 2: Australians as Global Citizens**

Students will examine the values, rights and responsibilities of Australian citizens and their obligations as global citizens.

They will also explore the stories of groups of migrants to Australia since Federation and their contributions to society.

## MATHEMATICS

*Number & Algebra*

- Explore numbers below zero
- Position integers on a number line
- Compare & order integers
- Revise whole numbers and decimals to thousandths
- Partition and combine numbers flexibly
- Make connections between equivalent fractions, decimals and percentages
- Investigate and calculate percentage discounts of 10%, 25% and 50%

*Measurement & Geometry*

- Calculate the perimeter and area of shapes using metric units
- Explore the relationship between length, perimeter and area
- Revise the properties of 2D shapes
- Explore reflections, rotations and translations of 2D shapes
- Revise the properties of 3D objects
- Create nets of prisms & pyramids
- Construct models of prisms & pyramids
- Classify, draw & measure types of angles
- Calculate unknown angles on a straight line
- Classify, draw & measure vertically opposite angles

*Statistics & Probability*

- Identify the probability of outcomes of chance events as fractions, decimals and percentages
- Represent outcomes on a continuum
- Conduct chance experiments
- Identify categorical and numerical data
- Match data to the appropriate data display
- Collect, organise and display data in an appropriate display

## HEALTH

**Let's All Be Active**

Students investigate how physical activity creates opportunities for different groups to work together. They will identify how physical activity contributes to individual and community wellbeing. They will also collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.

**EVENTS & EXCURSIONS**

- Life Education
- ANZAC Day Ceremony
- Gala days



**PREP1 & PREP2:** The students will engage in purposeful play and

- identify different types of styles of music
- create same & different 4 beat phrases of melody and rhythmic patterns
- distinguish between two tones, match pitch and echo singing
- begin visually representing music using concrete materials
- perform songs and dances & continue to develop repertoire
- identify visual patterns
- identify tones by steps or leaps (ascending/ descending)
- in tune singing through echo singing
- identify classroom percussion instruments
- view dance in traditional ceremonies
- song & instrumentation

**1A & 1B:** The students will

- experience core song material to practice and drill
- differentiate between beat & rhythmic patterns
- recognise staff
- explore graphic notation
- recognise rhythmic phrases of well known songs
- place pitch and in tune singing through echo singing
- explore dynamics
- recognise sounds of Asia & march music

**2A & 2/3B:** The students will

- experience core song material
- study unison, canon, ostinato, rhythmic and melodic ostinato, beat and rhythmic patterns
- explore graphic notation
- investigate different time signature of 2, 3 and 4 time
- explore crotchet, quavers and crotchet rest
- describe timbre of classroom percussion instruments
- study instruments of brass bands

**3A:** The students will

- add bar lines to match time signature
- identify notes of lines and spaces in treble clef
- identify crotchet and quaver
- explore dynamics
- write and notate rhythmic patterns
- compose patterns as a whole class
- investigate celebrations and commemorations of Australia
- create 2 part rhythmic & melodic accompaniments to well know songs
- compose in pentatonic using s-m-l
- write rhythmic and melodic dictations
- perform in unison canon and partner styles
- play ensemble pieces using percussion classroom instruments
- listen to music from The Royal Fireworks & Handel
- identify string & brass instrument & their timbre

**4A & 4/5B:** The students will

- show understanding of partner songs, canon, adding melody, ostinato layering to song material/ partner songs
- consolidate notation and use of notes
- reinforce accent identification
- revision and drill of concepts introduced in Year 3
- reinforce & consolidate note reading/ tuned percussion
- explore songs of Australia & Australian Heritage
- introduce recorder
- listen to music from The Royal Fireworks & Handel

**5A:** The students will

- identify treble clef and compound time
- notate 2 part rhythmic compositions in stick notation
- match bar lines to time signatures
- write notes correctly on staff in treble clef
- consolidate musical elements through recorder study
- explore songs of Australia & Australian Heritage

**6A & 6B:** The students will

- examine structure of songs – introduction verse, pre chorus, chorus, interlude, instrumental
- identify binary and ternary form
- consolidate staff reading in treble clef
- consolidate beat, rhythm patterns and graphic notation
- play harmonising parts of chords on tuned percussion instruments
- identify riffs and broken chords
- identify instruments of rock, and country and western music
- improvise drumming patterns
- sing Tunga Alafia in 2 parts

- identify unison, canon, ostinato and partner sounds
- explore dynamics of tempo & volume
- explore sounds & songs of Africa
- study song & percussion materials from Africa

**EVENTS & EXCURSIONS:**

- ANZAC Day Ceremony

**PREP1 & 2:** The students will

- develop fundamental movement skills – running, hopping, jumping, skipping & galloping
- practise two handed throwing & catching and one & two handed dribbling
- follow game rules and cooperate in physical activities

HEALTH

- identify strengths and describe how their body is growing and changing
- identify, describe and practise social skills and emotional responses
- explore play in different settings

**1A & 1B:** The students will

- develop fundamental movement skills – running, hopping, jumping, skipping & galloping
- practise two handed throwing & catching and one & two handed dribbling
- identify rules and use strategies for fair play in physical activities

HEALTH

- describe physical and social changes that occur as children grow
- identify how emotional responses impact on our own and others feelings

**2A & 2/3B:** The students will

- develop fundamental movement skills and movement sequences
- practise throwing, catching & dribbling
- identify rules and use strategies for fair play in physical activities

HEALTH

- describe physical and social changes that occur as children grow
- identify how emotional responses impact on our own and others feelings

**3A:** The students will

- perform running, jumping & throwing sequences in an athletic themed context
- apply strategies for working fairly and cooperatively in physical activities

**4A:** The students will

- perform running, jumping & throwing sequences in an athletic themed context
- apply strategies for working fairly and cooperatively in physical activities

**4/5B:** The students will

- perform running, jumping & throwing sequences in an athletic themed context
- propose and combine movement ideas and strategies to solve moment challenges

**5A:** The students will

- perform running, jumping & throwing sequences in an athletic themed context
- propose and combine movement ideas and strategies to solve moment challenges

**6A & 6B:** The students will

- perform running, jumping & throwing sequences in an athletic themed context
- propose and combine movement ideas and strategies to solve moment challenges

**EVENTS & EXCURSIONS:**

- Cross Country (School & District)
- Fundraising Colour Run
- Year 3 – 6 Track & Field Carnival
- P – 2 Sports Day

**3A:**

In this unit, students reflect on the similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and Chinese.

**4A:**

In this unit, students use language to explore the concept of housing in Chinese speaking cultures and make connections with students' own personal spaces within a home. They will analyse and understand the systems of language relating to pronunciation and script recognition.

**4/5B:**

In this unit, students will continue to explore the story "Little Chicken" through storytelling, using gestures, active collaboration and repetition to learn different language contexts and features.

**5A:**

In this unit, students will continue to explore the story "Little Chicken" through storytelling, using gestures, active collaboration and repetition to learn different language contexts and features.

**6A:**

In this unit, students will continue to explore the story "Three Little Pigs" through story-telling, using gestures, active collaboration and repetition to learn different language contexts and features.

**6B:**

In this unit, students will continue to explore the story "Three Little Pigs" through story-telling, using gestures, active collaboration and repetition to learn different language contexts and features.

**EVENTS & EXCURSIONS:**

**Prep:**

Students will work in small groups with the teacher focusing on the following skills:

- Book knowledge
- Literature
- Phonological awareness

**Year 1:**

Students will work in small groups with the teacher focusing on the following skills:

- Reading skills
- Handwriting
- Fine motor
- Sentence Construction

**Year 2:**

Students selected from will work in a small group focusing on reading and comprehension skills to lift Bench mark levels.

**Year 3:**

Students will work in small groups focusing on reading and writing skills.

Students will work in small groups focusing on math intervention - basic number understanding and operation.

**Year 4:**

Students will work in small groups focusing on reading comprehension skills.

**Other Year Levels:**

Students will be monitored in their learning. The STLaN teacher will liaise with class teachers to provide resources, differentiation models and individual plans.

**Individual Learning Plans**

Plans for Indigenous students or selected students will be compiled, monitored and reviewed.

**Chappy Life Skills Program**

- Review of anti-bullying strategies
- Exploration of other unpleasant behaviours that aren't bullying and strategies to deal with them

**Educational Support**

- In class assistance targeted to students who need extra support
- Class activities that have social interaction to assist in education outcomes and build relationships with students

**Pastoral Care**

- One on one support
- Casual playground conversation
- Availability for families

**Lunchtime Activities in Chappy's Room**

- Drawing
- Quiet Play

**SCHOOL EVENTS:**

- Chappy Toast on Friday Morning (before school)
- Pancake breakfast

**Prep 1 & Prep 2**

**Context for learning:** Library routines and procedures

- Orientation to the Library , book care and borrowing routines;
- Listen to fiction/nonfiction books (including online stories ,e.g., Story Box)
- Respond orally to teacher's questions and engage in activities focusing on comprehension, thinking skills, art and craft, drama.
- Learning about front and back covers; title and author, illustrator, layout and navigation of digital/screen texts
- Browsing, borrowing and silent reading.

**1A & 1B**

**Context for learning:** Library routines, use and focus on both fiction and nonfiction

- Revise library rules/ procedures/ book care
- Explore fiction (both picture books and intro to easy chapter books) and nonfiction books. Discuss differences between both types of books
- Listen to fiction/nonfiction books (including online stories, e.g., Story Box) and respond orally to teacher's questions and engage in activities focusing on comprehension, thinking skills, art and craft, drama.
- Browsing, borrowing and silent reading – both fiction and nonfiction books

**Year 2A**

**Learning Context:** Revision of library routines and procedures

- Revise library rules/ procedures/ book care
- Explore fiction (both picture books and intro to easy chapter books) and nonfiction books. Discuss differences between both types of books
- Listen to fiction/nonfiction books (including online stories, e.g., Story Box) and respond orally to teacher's questions and engage in activities focusing on comprehension, thinking skills, art and craft, drama.
- Book talk a variety of books for year level
- Browsing, borrowing and silent reading – both fiction and nonfiction books

**2/3B & 3A**

**Learning Context: Read and respond to short narrative stories and nonfiction**

- Revise library rules/ procedures/ book care
- Explore fiction (both picture books and intro to easy chapter books) and nonfiction books. Discuss differences between both types of books
- Listen to fiction/nonfiction books (including online stories, e.g., Story Box) and respond orally to teacher's questions and engage in activities focusing on comprehension, thinking skills, art and craft, drama.
- Book talk a variety of books for year level
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

**4A**

**Context for Learning: Read and respond to short narrative stories and nonfiction**

- Use the Library's organisation to select books appropriate to their level of understanding and interest.
- Use new inquiry terminal system to find books.
- Listen to, view, read and explore fiction and nonfiction books and answer questions using comprehension strategies to build literal and inferred meaning of the text.
- Each week, book talk a variety of books suitable for year level
- Browsing, borrowing and silent reading

**4/5B and 5A**

**Context for Learning: Read and respond to short narrative stories and nonfiction**

- Use the Library's organisation to select books appropriate to their level of understanding and interest.
- Use new inquiry terminal system to find books.
- Listen to, view, read and explore fiction and nonfiction books and answer questions using comprehension strategies to build literal and inferred meaning of the text.
- Each week, book talk a variety of books suitable for year level
- Browsing, borrowing and silent reading

**6A & 6B**

**Context for Learning: Read and respond to short narrative stories and nonfiction**

- Use the Library's organisation to select books appropriate to their level of understanding and interest.
- Use new inquiry terminal system to find books.
- Listen to, view, read and explore fiction and nonfiction books and answer questions using comprehension strategies to build literal and inferred meaning of the text.
- Each week, book talk a variety of books suitable for year level
- Browsing, borrowing and silent reading

**EVENTS & EXCURSIONS:**

- **Anzac Day** - Read and explore an appropriate story, share feelings and thoughts about the events and people. Complete appropriate year level activities.
- **Under 8's** - Focus on upcoming Book Week
- **National Simultaneous Storytelling Day (23 May)** - : Listen to the story '*Hickory Dickory Dash*' and complete activities.
- **ILF** - Begin ideas for fundraiser to support this organisation.