

## ENGLISH

**Unit 3: Interacting With Others**

Students listen to, view and interpret a range of texts, including poetry and rhymes. They will create a rhyming verse and recite it. They will listen to others presenting their rhymes and identify the rhyming words.

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

**EVENTS & EXCURSIONS**

- Bush Dance
- Book Week Dress Up Parade
- Big Dreams Performance

## 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.

## TECHNOLOGY

**It's Showtime**

Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.

## HEALTH

**Nutrition**

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

## HASS

**Unit 2: My Special Places**

Students will answer the following inquiry question:

- What are places like and what makes them special?

Students describe and observe the features of familiar places, and represent them on maps and models.

## THE ARTS - Dance

**Dancing Characters**

Students make and respond to dance by exploring characters in stories and rhymes as a stimulus.

## MATHEMATICS

*Number & Algebra*

- Compare and equalise quantities
- Combine and share small collections
- Represent addition situations
- Identify parts and the whole
- Partition quantities
- Identify equal parts of a whole and collections
- Identify, copy, continue and describe growing patterns
- Describe equal quantities

*Measurement & Geometry*

- Make direct and indirect comparisons of mass
- Explain comparisons of mass
- Sequence familiar events in time order
- Sequence the days of the week
- Connect days of the week to familiar events

*Statistics & Probability*

- Identify questions
- Answer yes/no questions
- Use data displays to answer simple questions

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## ENGLISH

**Unit 5: Retelling Cultural Stories**

Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience.

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

## SCIENCE

**Look! Listen! (Physical Sciences)**

Students investigate sources of light and sound, how they are produced and how light and sound travel. They will understand the role of light and sound in our lives and community. They will also explore why we have two eyes instead of one.

## HASS

**Unit 2: My Changing World**

Students will identify the natural, constructed or managed features of familiar places, any changes to the features and describe their locations on a map.

They will examine how different groups of people describe the weather and seasons of places, and compare similarities and differences. Students will also investigate why and how places need to be cared for.

## MATHEMATICS

*Number & Algebra*

- Count collections using place value
- Represent, record and match two digit numbers
- Identify and describe number relationships
- Partition two digit numbers
- Identify digit values
- Sequence and order two digit numbers
- Represent, record and solve simple addition and subtraction problems
- Investigate wholes and parts
- Recall, represent and record the ones, twos, fives and tens counting/ number sequences
- Explore and identify number patterns
- Represent the fives number sequence
- Explore doubling and halving
- Positioning and locating number on a number line
- Recognise, describe and order Australian coins according to their value

*Measurement & Geometry*

- Compare, measure, record and order lengths
- Describe duration in time
- Tell time to the half hour

*Statistics & Probability*

- Predict and describe the chance of a familiar event occurring

## TECHNOLOGY

**Little Green Thumbs**

Students develop and use a system of preparing and caring for a plant over a period of a few weeks. Student will discuss preparation and care needed for plant growth and relate this knowledge to the school garden.

## THE ARTS - Dance

**Cultural Dance**

Students make and respond to dance by exploring dances from other countries and cultural groups as a stimulus.

**EVENTS & EXCURSIONS**

- Bush Dance
- Book Week Dress Up Parade
- Big Dreams Performance

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## ENGLISH

**Unit 1: Reading, Writing and Performing Poetry**

Students read and listen to a range of poems to create imaginative poetry. They present their poem or rhyme to an audience and explain why it is entertaining.

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

## 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

## HASS

**Unit 2: Impacts of Technology over Time**

Students will answer the following inquiry question:

- How have changes in technology shaped our daily life

Students will compare objects in people's lives from the past and present to identify features that have changed or stayed the same.

They will investigate technologies used in homes, work or daily life, transportation, entertainment and communication.

## MATHEMATICS

*Measurement & Geometry*

- Read and use a calendar
- Tell time to the quarter hour
- Measure and compare mass using informal units
- Demonstrate flip, slide and turn
- Demonstrate half and quarter turns

*Number & Algebra*

- Represent halves, quarters and eighths
- Read, write and represent three digit numbers
- Order and compare three digit numbers
- Partition three digit numbers
- Identify digit values
- Order and compare coin and note values
- Make and order coin combinations
- Identify, describe and continue 3's counting sequences
- Recognise and represent multiplication and division
- Apply addition and subtraction strategies
- Connect addition and related subtraction facts
- Add collections of numbers
- Describe 'bird's eye view'

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Students make and respond to dance by exploring dances from other countries and cultural groups as a stimulus.

**EVENTS & EXCURSIONS**

- Bush Dance
- Book Week Dress Up Parade
- Big Dreams Performance
- Redlands Museum

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## ENGLISH

**Unit 4: Examining Stories from Different Perspectives**

Students listen to, read, view and compare a range of stories with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective.

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

## SCIENCE

**Hot Stuff (Physical Sciences)**

Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that the temperature can be taken by thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas.

## HASS

**Unit 2: Exploring Places Near and Far**

Students will answer the following inquiry questions:

- How and why are places similar and different?

Students will locate major human and natural features and examine the conventions of a map of the world and Australia. They will recognise the influence that lifestyle and characteristics of a community have on people and compare Australia to neighbouring countries. Students will also recognise people's connections to places, describe the importance of democratic decision making, the role of rules in communities and respond to an issue or challenge.

## MATHEMATICS

*Measurement & Geometry*

- Identify, define and compare properties of regular 3D shapes with curved surfaces
- read, write and tell time to the minute on analogue or digital clocks
- Identify and describe symmetry in 2D shapes
- Demonstrate flip, slide and turn

*Number & Algebra*

- Recognise and represent multiplication and division
- Connect multiplication to related division facts
- Recall basic multiplication and division facts of zero, one, two, three, five and ten
- Apply divisibility rules and multiplication strategies
- Extend multiplication and division to 2 or 3 digit numbers
- Identify and describe counting patterns of one, two, three, five and ten
- Identify pattern rules and continue number sequences
- Model and represent  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$
- Identify multiples of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$
- Identify and count coins and notes
- Represent money amount in a variety of ways
- Calculate change
- Locate and plot positions on a grid using coordinates

**EVENTS & EXCURSIONS**

- Bush Dance
- Book Week Dress Up Parade
- Big Dreams Performance

## THE ARTS - Dance

**Animals**

Students make and respond to dance by expressing ideas about animals and the environment through dance.

## HEALTH

**Culture In Australia: Positive Interactions**

Students participate in partner and group activities to explore the communication skills of respect and empathy and how they support interactions. They investigate how heritage and culture contribute to identity.

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## HASS

**Unit 2: Using Places Sustainably**

Using a variety of maps, students will understand the purposes of maps, interpret information and use basic cartographic conventions. They will also describe and compare the connection between geographical features, the environment, animals and people of Africa and South Africa.

## MATHEMATICS

*Statistics & Probability*

- Order events on a continuum based on their chances of occurring
- Identify dependent and independent events

*Measurement & Geometry*

- Demonstrate flip, slide and turn
- Identify lines of symmetry in objects and shapes
- Create symmetrical patterns
- Measure and calculate the perimeter of regular and irregular shapes
- Measure and calculate the area of regular and irregular shapes using square centimetres
- Estimate, measure and compare mass, volume and capacity

*Number & Algebra*

- Identify and create equivalent fractions from halves to tenths
- Sort, compare and order fractions, improper fractions and mixed numbers on a number line
- Represent and count equivalent combinations of coins and notes to a specified amount
- Solve problems involving purchases
- Recall multiplication and division facts to ten
- Define multiples and factors
- Create and describe number patterns resulting from multiplication
- Use odd and even combinations for multiplication and division
- Calculate multiplication and division problems up to 2 digits
- Read, write and represent tenths and hundredths
- Connect fractions and decimals

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## ENGLISH

**Unit 5: Exploring a Quest Novel**

Students read and analyse a quest novel. Students will make comments and respond to comments to demonstrate understanding of the quest novel. Students will write a short response explaining how the author represents the main character in an important event in the quest novel.

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

## SCIENCE

**Material Use (Chemical Sciences)**

Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They will also consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.

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## SCIENCE

**Matter Matters (Chemical Sciences)**

Students classify matter and explore how matter structures the world around them. They will investigate the observable properties and behaviours of solids, liquids and gases.

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## THE ARTS - Dance

**Animals**

Students make and respond to dance by expressing ideas about animals and the environment through dance.

## TECHNOLOGY

**Pencil Box**

Students will design and build a pencil box, using 3D shapes studied in Mathematics lessons.

**EVENTS & EXCURSIONS**

- Bush Dance
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## HEALTH

**Healthy Habits**

Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They will identify good habits and how they contribute to overall health and wellbeing.

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## HASS

**Unit 3: Communities in Colonial Australia**

Students will investigate the reasons for establishing colonial settlements in Australia after 1800 and describe changes to the Australian landscape and Aboriginal people's due to colonisation. They will also represent key events and developments in colonial Australia as well as the impact of the gold rush.

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- Use scale, legends and direction to interpret maps
- Identify and use compass points
- Compare and measure objects using length and temperature
- Identify properties of 3D shapes from different viewpoints and cross sections
- Estimate, measure and compare mass, volume and capacity

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## ENGLISH

**Unit 6: Comparing Texts**

Students listen to, read, view and analyse literary and informative texts on the same topic. They explore and evaluate how topics and messages are conveyed through both imaginative and informative texts. They identify the author's purpose and analyse similarities and difference, compare the effectiveness' of each text in its ability to deliver a message and persuade others to a particular point of view.

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

## SCIENCE

**Matter Cycles and Change (Chemical Sciences)**

Students classify matter and explore how matter structures the world around them. They will investigate the observable properties and behaviours of solids, liquids and gases. They will also investigate changes to materials and classify the changes as reversible or irreversible.

## HASS

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## HEALTH

**Transitioning**

Students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.

## THE ARTS - Dance

**Adventures In Dancing**

Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.

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## HASS

**Unit 3: Australia in a Diverse World**

Students will answer the following inquiry questions:

- How do places, people and cultures differ across the world?

Students will examine the geographic, demographic, economic and social diversity of the Asia region and locate major countries in relation to Australia using cartographic conventions.

## THE ARTS - Dance

**Adventures In Dancing**

Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.

## MATHEMATICS

*Measurement & Geometry*

- Link powers of 10 to metric system
- Convert metric units of mass, volume and capacity
- Connect capacity and volume
- Locate and plot ordered pairs on a Cartesian plane
- Read and record 24 hr time
- Read and interpret timetables using 24 hr time

*Number & Algebra*

- Locate and position integers on a number line
- Identify and describe prime and composite numbers, factors, triangular and square numbers
- Continue patterns created with triangular and square numbers
- Consolidate mental and written strategies for the four operations
- Add and subtract decimals (tenths and hundredths)
- Multiply and divide numbers with decimals up to thousandths
- Multiply and divide by powers of ten
- Understand the use of brackets in order of operation number sentences
- Calculate number sentences using order of operation

*Statistics & Probability*

- Identify and use primary, secondary, categorical and numerical data in line, column, picture graphs and dot plots
- Describe probabilities using fractions, decimals and percentages
- Calculate relative, expected and observed frequencies

## ENGLISH

**Unit 6: Comparing Texts**

Students listen to, read, view and analyse literary and informative texts on the same topic. They explore and evaluate how topics and messages are conveyed through both imaginative and informative texts. They identify the author's purpose and analyse similarities and difference, compare the effectiveness of each text in its ability to deliver a message and persuade others to a particular point of view.

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

**EVENTS & EXCURSIONS**

- Bush Dance
- Book Week Dress Up Parade
- Big Dreams Performance

## SCIENCE

**Matter Cycles and Change (Chemical Sciences)**

Students classify matter and explore how matter structures the world around them. They will investigate the observable properties and behaviours of solids, liquids and gases. They will also investigate changes to materials and classify the changes as reversible or irreversible.

## HEALTH

**Transitioning**

Students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.

## HASS

**Unit 3: Australia in a Diverse World**

Students will answer the following inquiry questions:

- How do places, people and cultures differ across the world?

Students will examine the geographic, demographic, economic and social diversity of the Asia region and locate major countries in relation to Australia using cartographic conventions.

## THE ARTS - Dance

**Adventures In Dancing**

Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms

## MATHEMATICS

*Measurement & Geometry*

- Link powers of 10 to metric system
- Convert metric units of mass, volume and capacity
- Connect capacity and volume
- Locate and plot ordered pairs on a Cartesian plane
- Read and record 24 hr time
- Read and interpret timetables using 24 hr time

*Number & Algebra*

- Locate and position integers on a number line
- Identify and describe prime and composite numbers, factors, triangular and square numbers
- Continue patterns created with triangular and square numbers
- Consolidate mental and written strategies for the four operations
- Add and subtract decimals (tenths and hundredths)
- Multiply and divide numbers with decimals up to thousandths
- Multiply and divide by powers of ten
- Understand the use of brackets in order of operation number sentences
- Calculate number sentences using order of operation

*Statistics & Probability*

- Identify and use primary, secondary, categorical and numerical data in line, column, picture graphs and dot plots
- Describe probabilities using fractions, decimals and percentages
- Calculate relative, expected and observed frequencies

**Prep1 & Prep 2**

The students will engage in purposeful singing and playing through:

- revisiting known nursery rhymes & songs.
- continue to build a repertoire of core song material.
- 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
- explore where and why people make music.

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

- revise some core material & concepts from Prep
- identify/ differentiate beat from rhythm in well-known song material
- identify patterns, identify tones by steps or leaps
- develop in- tune singing through echo singing & pitch matching
- identify classroom percussion instruments, correct playing technique & careful storage of same.
- revise why and where people play music.

**2A & 2B:** 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
- explore crotchet, quavers and crotchet rest
- explore dynamics including crescendo and diminuendo
- explore tempos including accelerando and ritardando
- describe timbre of percussion instruments.
- revise why and where people play music.

**3A:** The students will:

- add bar lines to match time signatures in 2/4, 3/4 & 4/4
- identify notes of lines and spaces in treble clef & apply s-m, m-s, d-r-m, m-r-d accurately on staff
- identify crotchet and quaver & equivalent rests
- explore tempos of accelerando & ritardando
- write and notate rhythmic patterns in 2/4, 3/4 & 4/4
- compose contrasting A B patterns in simple rhythmic & melodic structures as a class group
- investigate songs of celebration and commemoration.

**3/4B:** The students will:

- add bar lines to match time signatures in 2/4, 3/4 & 4/4
- identify notes of lines and spaces in treble clef & apply s-m, m-s, d-r-m, m-r-d accurately on staff
- identify crotchet and quaver & equivalent rests
- explore tempos of accelerando & ritardando
- write and notate rhythmic patterns in 2/4, 3/4 & 4/4
- compose contrasting A B patterns in simple rhythmic & melodic structures as a class group
- investigate songs of celebration and commemoration.

**4A:** The students will:

- add bar lines to match time signatures in 2/4, 3/4 & 4/4
- identify notes of lines and spaces in treble clef & apply s-m, m-s, d-r-m, m-r-d accurately on staff
- identify crotchet and quaver & equivalent rests
- explore and utilise tempos of accelerando & ritardando
- write and notate rhythmic patterns in 2/4, 3/4 & 4/4
- compose contrasting A B patterns in simple rhythmic & melodic structures as a class group
- investigate songs of celebration and commemoration.

**4/5B** students will:

- treble clef staff-reading
- add bar-lines to items listed below
- notate rhythmic patterns in 2/4, 3/4 & 4/4
- notate 2-part rhythmic patterns in 2/4, 3/4 & 4/4
- revise crescendo, diminuendo, accelerando, ritardando, staccato & legato
- explore similarities and differences in style and form by comparing other student's music and their own.

**5/6B:** The students will:

- identify, read & play all notes in treble clef on tuned percussion.
- notate 2 part rhythmic compositions in stick notation in 2/4, 3/4, 4/4.
- Identify compound & simple rhythms
- match bar lines to time signatures in 2/4, 3/4, 4/4 & 6/8 patterns.
- explore song material with anacrusis
- experience material making legato & staccato conscious
- explore and practise describing similarities and differences in style and form by comparing other student's music and their own.

**6A:** The students will:

- identify, read & play all notes in treble clef on tuned percussion.
- notate 2 part rhythmic compositions in stick notation in 2/4, 3/4, 4/4.
- Identify compound & simple rhythms
- match bar lines to time signatures in 2/4, 3/4, 4/4 & 6/8 patterns.
- explore song material with anacrusis
- experience material making legato & staccato conscious
- explore and practise describing similarities and differences in style and form by comparing other student's music and their own.

**EVENTS & EXCURSIONS:**



**PREP1 & PREP2:** The students will

- Perform fundamental movement skills for tennis and bush dancing
- Use personal and social skills to perform activities safely and fairly

HEALTH

- Identify actions that help them be healthy, safe and physically active.

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

- Perform movement sequences that incorporate the elements of movement for tennis and bush dancing.
- Demonstrate positive ways to interact with others.

HEALTH

- Select and apply strategies to keep them healthy and safe.

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

- Perform movement sequences that incorporate the elements of movement for tennis and bush dancing.
- Demonstrate positive ways to interact with others

HEALTH

- Select and apply strategies to keep them healthy and safe.

**3A:** The students will

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

**3/4B:** The students will

- Apply movement concepts and strategies to tennis and bush dancing.
- Create and perform movement sequences using the elements of movement.
- Apply strategies to work cooperatively and fairly

**4A:** The students will

- Apply movement concepts and strategies to tennis and bush dancing.
- Create and perform movement sequences using the elements of movement.
- Apply strategies to work cooperatively and fairly

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

- Apply movement concepts and strategies to tennis and bush dancing.
- Examine how physical activities create community connection
- Participate positively in groups and teams
- Demonstrate ethical behaviour and fair play in dancing and tennis

**5/6B:** The students will

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

**6A:** The students will

- Manipulate and modify movement elements for tennis and bush dancing.
- Examine how physical activities create community connection
- Participate positively in groups and teams
- Demonstrate ethical behaviour and fair play in dancing and tennis

**EVENTS & EXCURSIONS:**

- Oz Tag Clinic Week 10
- Bush Dance

**3A:**

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

**3/4B:**

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.

**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.

**4/5C:**

In this unit, students will continue to explore the story "little chicken" by story-telling, using gestures, active collaboration and repetition to learn different language contexts and features.

**5/6B:**

In this unit, students will continue to explore the story "three little pigs" by story-telling, 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" by story-telling, using gestures, active collaboration and repetition to learn different language contexts and features.

**EVENTS & EXCURSIONS:**

**Year 1:**

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

**YEAR 2:**Reading

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

Mathematics

Selected students will work in a small group focusing basic concepts, operations and rainbow number facts.

**YEAR 3:**

Streamed group intervention focusing on reading accuracy and comprehension.

Mathematics

Selected students will work in a small group focusing basic concepts, operations and rainbow number facts.

**YEAR 4:**

Streamed group intervention focusing on reading accuracy and comprehension.

**Other Year Levels:**

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

**Rock and Water**

- Teaching body awareness
- Developing skills to focus
- Social skills
- Anti bullying
- 

**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

**SCHOOL EVENTS:**

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

**Prep 1 and Prep 2**

**Context for learning: Read and respond to fiction and nonfiction resources.**

- 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.
- Introduce BeeBots for simple coding activities.
- Browsing, borrowing and silent reading.

**1A and 1B**

**Context for learning: Read and respond to fiction and nonfiction resources.**

- 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.
  - Continue BeeBot activities for simple coding activities and iPad activities introducing Scratch for Juniors.
  - Browsing, borrowing and silent reading – both fiction and nonfiction books.

**2A and 2B**

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

- 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.
- Continue BeeBot activities for simple coding activities and iPad activities introducing Scratch for Juniors.
- Introduce new resources and book talk a variety of books for year level.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

**3A and 3/4B**

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

- Use the Library's organization to select books appropriate to their level of understanding and interest.
- 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.
- Introduce new resources and book talk a variety of books for year level.
- Use iPads to access Orbit to independently find resources in the library.
- Continue BeeBot and iPad activities.
- Introduce new resources and book talk a variety of books suitable for year level.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

**4A and 4/5B**

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

- Use the Library's organization to select books appropriate to their level of understanding and interest.
- 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.
- Introduce new resources and book talk a variety of books for year level.
- Use iPads to access Orbit to independently find resources in the library.
- Continue BeeBot and iPad activities.
- Introduce new resources and book talk a variety of books suitable for year level.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

**6A and 5/6B**

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

- Use the Library's organization to select books appropriate to their level of understanding and interest.
- 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.
- Introduce new resources and book talk a variety of books for year level.
- Use iPads to access Orbit to independently find resources in the library. Set up students own home page in Orbit.
- Continue writing book reviews using new library resources. Put some of these reviews onto Orbit.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

**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 (Wednesday 22 May)** - : Listen to the story and complete activities.

**PREP1 & PREP2:**

Students will engage in movement, relaxation, stories and games to enhance personal and social abilities.

**1A & 1B:**

Students will engage in movement, relaxation, stories and games to enhance positive social interaction and emotional wellbeing.

**2A & 2B:**

Students will engage in movement, relaxation, stories and games to enhance positive social interaction and emotional wellbeing. Students will explore emotions through creative tasks.

**3A:**

Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing.

**3/4B:**

Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing.

**4A:**

Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing. Students will participate in problem solving activities.

**4/5C:**

Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing. Students will participate in problem solving activities.

**5/6B & 6A:**

Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing. Students will participate in problem solving activities.