

ENGLISH

Unit 1: Enjoying Our New World

Students listen to and read fiction and non fiction texts to explore predictable text structures and visual patterns. They will identify connections between texts and their own personal experiences. They will also discuss likes and dislikes about characters and events of the book.

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

SCIENCE

Staying Alive (Biological Sciences)

Students' will investigate the basic needs for survival of animals, including humans, and how our senses help us stay alive. Through investigations, students will explore the needs of a classroom pet and compare them to their own needs.

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.

MATHEMATICS

Through proficiency strands - Understanding, Fluency, Problem-solving and reasoning students have opportunities to develop understandings of:

Number and place value - recalling counting in ones, identifying numbers in the environment, representing quantities, comparing numbers, recalling counting sequences, representing quantities, visualising arrangements to five, matching numerals to quantities, counting forwards and backwards from different starting points, comparing quantities using 'more', 'less', 'same', identifying numbers before, after and next in a sequence, ordering quantities and numerals.

Patterns and algebra - identifying how objects are similar or different, sorting objects based on similar features, identifying a rule for a 'sort', identifying questions, identifying patterns in the environment, copying and describing simple patterns, identifying patterns within counting sequences.

Using units of measurement - sequencing stages within an activity, comparing duration of events using time language, directly comparing the size of objects, describing the objects.

Location and transformation - using positional language to describe location, identifying positional opposites, representing locations with models and images.

EVENTS & EXCURSIONS

Postponed or cancelled

HEALTH

Nutrition

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

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Patterns and algebra - identifying how objects are similar or different, sorting objects based on similar features, identifying a rule for a 'sort', identifying questions, identifying patterns in the environment, copying and describing simple patterns, identifying patterns within counting sequences.

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EVENTS & EXCURSIONS

Postponed or cancelled

HEALTH

Nutrition

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

ENGLISH

Unit 2: Exploring Characters in Stories

Students listen to, read, view and interpret a range of texts in order to identify some features of text structure, plot and characters in these texts. They will explore how words and images represent characters.

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

SCIENCE

Living adventure (Biological Sciences)

Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met.

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.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

Number and place value - count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction and explore commutativity.

Using units of measurement - sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.

Data representation and interpretation - ask a suitable question for gathering data, gather, record and represent data.

Chance - describe the outcomes of familiar events.

EVENTS & EXCURSIONS

Postponed or cancelled

ENGLISH

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Data representation and interpretation - ask a suitable question for gathering data, gather, record and represent data.

Chance - describe the outcomes of familiar events.

EVENTS & EXCURSIONS

Postponed or cancelled

ENGLISH

Unit 5: Exploring Informative Texts

Students listen to, read, view a range of texts in order to comprehend and compare the text structures and language features of imaginative and informative texts.

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

SCIENCE

Good to grow (Biological Sciences)

Students examine how living things, including plants and animals, change as they grow. They compare changes that occur to different living things during their life stages.

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

Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

Number and place value - Count collections in groups of ten; represent two-digit numbers; read and write two-digit numbers; connect two-digit number representations; partition two-digit numbers; use the twos, fives and tens counting sequence; investigate twos, fives and tens number sequences; represent addition and subtraction; use part-part-whole relationships to solve problems; connect part-part-whole understanding to number facts; recall addition number facts; add strings of single-digit numbers; add two-digit numbers; represent multiplication and division; solve simple multiplication and division problems.

Using units of measurement - Order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units.

Data representation and interpretation - Collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.

Chance - Identify everyday events that involve chance; describe chance outcomes; describe events as likely, unlikely, certain, impossible.

EVENTS & EXCURSIONS

Postponed or cancelled

ENGLISH

Unit 2: Investigating characters

Students listen to, read, and view a novel to explore the authors' use of descriptive language in the construction of characters.

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

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Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

Number and place value - Count collections in groups of ten; use the 2s, 5s and 10s counting sequence; investigate 2s, 5s and 10s number sequences; represent two-digit numbers; read and write two-digit numbers; connect two-digit number representations; partition two-digit numbers; represent addition and subtraction; use part-part-whole relationships to solve problems; connect part-part-whole understanding to number facts; recall addition number facts; add strings of single-digit numbers; add two-digit numbers; represent multiplication; solve simple multiplication problems.

Using units of measurement - Order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units.

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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

Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

Number and place value - Count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three-digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two-digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts.

Using units of measurement - Tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres.

Data representation and interpretation - Collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations.

Chance - Conduct chance experiments; describe outcomes of chance experiments; identify variations in the results of chance experiments.

EVENTS & EXCURSIONS

Postponed or cancelled

ENGLISH

Unit 1: Analysing and Creating Persuasive Texts

Students read, view and analyse persuasive texts to examine how persuasive language features are used to influence and audience.

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

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.

EVENTS & EXCURSIONS

Postponed or cancelled

SCIENCE

Night and Day (Earth & Space Sciences)

Students explore the sizes, shapes, positions and movements of the Sun, Earth and Moon. They investigate how and why shadows change throughout the day and examine the movements of the Sun, moon and Earth to explain night and day.

THE ARTS - Media

Persuade to protect

Students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images.

DIGITAL TECHNOLOGY

What digital systems do you use?

Students will explore and use a range of digital systems and create a digital solution (an interactive guessing game) using a visual programming language.

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HEALTH

I am healthy and active

Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five-to-twelve year olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

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Using units of measurement - Tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres.

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Fractions and decimals - Describe fractions as equal portions or shares; represent halves, quarters and eighths of shapes and collections.

Patterns and algebra - Infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns.

Using units of measurement - Tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres.

Data representation and interpretation - Collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations.

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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

Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

Number and place value - Make connections between representations of numbers; partition & combine numbers flexibly; recall multiplication facts; formulate, model & record authentic situations involving operations; compare large numbers; generalise from number properties & results of calculations; & derive strategies for unfamiliar multiplication & division tasks.

Fractions and decimals - Communicate sequences of simple fractions.

Patterns and algebra - Use properties of numbers to continue patterns.

Using units of measurement - Use appropriate language to communicate times, compare time durations & use instruments to accurately measure lengths.

Data representation and interpretation - Collect & record data, communicate information using graphical displays & evaluate the appropriateness of different displays.

Chance - Compare dependent & independent events, describe probabilities of everyday events.

THE ARTS - Media

Persuade to protect

Students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images.

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What digital systems do you use?

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EVENTS & EXCURSIONS

Postponed or cancelled

ENGLISH

Unit 1: Investigating Author's Language in a Familiar Narrative

Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.

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

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EVENTS & EXCURSIONS

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SCIENCE

Here today, gone tomorrow (Earth and Space Sciences)

Students explore natural processes and human activity that cause weathering and erosion of the Earth's surface.

THE ARTS - Drama

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Data representation and interpretation - Collect & record data, communicate information using graphical displays & evaluate the appropriateness of different displays.

Chance - Compare dependent & independent events, describe probabilities of everyday events.

ENGLISH

Unit 1: Examining and Creating Fantasy Texts

Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting.

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

SCIENCE

Desert Survivors (Biological Sciences)

Students explore the physical and behavioural features of desert plants and animals, and compare them with plants and animals that live in other environments. They will investigate how the features of desert plants and animals help them to survive in their own natural environment.

HASS

Unit 1: People and the Environment

Students will examine characteristics of Europe and North America and locate them on maps. They will also describe the interconnections between people and environments and the impact of human actions on the environment.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

Number and place value - Make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems, make generalisations.

Fractions and decimals - Use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions using a range of representations and solve problems using unit fractions. Add and subtract simple fractions with the same denominator.

Using units of measurement - Investigate time concepts and the measurement of time, read and represent 24-hour time, convert between 12-hour and 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles.

Data representation and interpretation - Build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.

Chance - Identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game.

DIGITAL TECHNOLOGY

A-maze-ing digital designs

Students will investigate digital components and data transmissions in networks, apply algorithms, use visual programming language and work collaboratively to create a new maze game.

HEALTH

Multicultural Australia

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

EVENTS & EXCURSIONS

Postponed or cancelled

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Using units of measurement - Investigate time concepts and the measurement of time, read and represent 24-hour time, convert between 12-hour and 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles.

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EVENTS & EXCURSIONS

Postponed or cancelled

ENGLISH

Unit 1: Short Stories

Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects.

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

SCIENCE

Marvellous Micro-organisms (Biological Sciences)

Students develop an understanding of the role of micro-organisms in food and medicine. They investigate the conditions micro-organisms need to grow, learn about yeast and the bread-making process, and research the development of penicillin.

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

Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

Number and place value - Identify & describe properties of prime and composite numbers, select & apply mental & written strategies to problems involving all four operations.

Fractions and decimals - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity, and solve problems involving the addition and subtraction of fractions

Money and financial mathematics - Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.

Using units of measurement - Solve problems involving the comparison of lengths and areas, connect decimals to the metric system, convert between units of measurement and interpret and use timetables

Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between.

Chance - Revise different types of data displays, interpret data displays, investigate the similarities and differences between.

DIGITAL TECHNOLOGY

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EVENTS & EXCURSIONS

Postponed or cancelled

P1, P2, 1A, 1B, & 2A - Musical Stories

The students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.

Students will:

- develop aural skills - sounds, pitch, rhythm patterns using voice, movement and body percussion
- sing and play instruments
- practise chants, songs and rhymes that tell a story
- create compositions and perform music to communicate story ideas
- respond to music that tells a story
- consider where and why people make music

2/3B - Musical Stories

The students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.

Students will:

- develop aural skills and recognise elements of music - sound, dynamics, pitch, rhythm, form and rhythm patterns, movement and body percussion
- practise singing, play instruments and improvising music
- create compositions
- perform to an audience
- record compositions by selecting and organising sounds, silence, tempo and volume
- respond to music
- identify where and when people make music and identify the intended purposes and meanings

3A, 3/4B & 4A - Song of Australia

The students make and respond to music to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, and songs about important Australians.

Students will:

- develop aural skills and recognise elements of music - dynamics, pitch, rhythm, form and rhythm patterns
- practise singing, play instruments and improvising music
- create music about European exploration and the movement of people
- perform to an audience
- record compositions by selecting and organising sounds, silence, tempo and volume
- identify intended purposes and meanings in music using the elements of music and make comparisons

5A, 5B & 6A - Rhythmic riot

The students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.

Students will:

- explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion
- develop technical and expressive skills in singing and playing instruments using rhythm, pitch and form
- rehearse and perform music - music composed by improvising, arranging ideas and engaging the audience
- explain how element of music communicate meaning by comparing different types of music that have ostinato and body percussion

EVENTS & EXCURSIONS:

Postponed or cancelled

PREP1 & PREP2: The students will

- use different body parts to travel in different directions
- apply safety rules in an aquatic environment
- develop swimming and survival skills

1A & 1B: The students will

- use different body parts to travel in different directions
- apply safety rules in an aquatic environment
- develop swimming and survival skills

2A: The students will

- combine aquatic skills to create movement sequences
- use different body parts to travel in different directions
- apply safety rules in an aquatic environment
- develop swimming, lifesaving and survival skills

2/3B: The students will

- combine aquatic skills to create movement sequences
- use different body parts to travel in different directions
- apply safety rules in an aquatic environment
- develop swimming, lifesaving and survival skills

3A: The students will

- solve aquatic challenges using safety and survival skills
- practise swimming strokes, lifesaving and survival skills in different situations

3/4C: The students will

- solve aquatic challenges using safety and survival skills
- practise swimming strokes, lifesaving and survival skills in different situations

4A: The students will

- solve aquatic challenges using safety and survival skills
- practise swimming strokes, lifesaving and survival skills in different situations

5A & 5B: The students will

- practise swimming strokes, lifesaving and survival skills in different situations
- use rescue techniques and survival skills to solve lifesaving challenges

6A: The students will

- practise swimming strokes, lifesaving and survival skills in different situations
- use rescue techniques and survival skills to solve lifesaving challenges

EVENTS & EXCURSIONS:

Postponed or cancelled

3A:

In this unit, students begin to engage with the Chinese language and culture. They will explore the similarities and differences in greeting others in a variety of familiar contexts.

3/4C:

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.

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.

5A & 5B:

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

6A:

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

EVENTS & EXCURSIONS:

Postponed or cancelled

Yr 1 Extension:

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

- Reading fluently and paying attention to punctuation marks
- Literature
- Literal, inferential and critical comprehension
- Using STARS reading skills
- Reading a variety of genres to broaden knowledge and comprehension skills.

YEAR 2:Reading

Students selected from 2A will work in a small group focusing on reading and comprehension skills to lift Bench mark levels.

In particular:

- Sight word recognition
- Letter and sound relationships
- Literal and inferential comprehension

Writing

Selected students will work on grammar activities that revises what is being taught in the classroom.

Learning experiences will reflect learning in the classroom.

YEAR 3:

Group intervention focusing on reading accuracy and comprehension to build skills. A variety of reading material will be used including fiction and non-fiction texts. Writing activities will revise what is being taught in the classroom.

YEAR 4/5/6Literacy

Students will work in various small groups that reflect individual needs in reading development. That is, to increase recall of sight words and reading fluency as well as comprehension skills.

Numeracy

Working with the classroom teachers, students who require assistance with specific areas of the curriculum will be provided with support.

Other:

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

Chappy Life Skills Program

- Introduction and rules
- Understand the 'why' behind each rule
- Give anti bullying strategies and ways to create a safe inclusive environment

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 & 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.
- Introduce BeeBots for simple coding activities.
- 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.
- Continue BeeBot activities for simple coding activities and iPads for research activities and Scratch for Juniors.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

2A & 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, 3/4B and 4A**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 to develop a culture of reading.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

5A and 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 engage in activities 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.
- Use iPads for research activities.
- Introduce new resources and book talk a variety of books suitable for year level to develop culture of reading.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

6A**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 engage in activities 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.
- Student will explore 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:

Postponed or cancelled

PREP1 & PREP2:

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

1A & 1B:

Students will engage in movement, relaxation, stories and games to enhance physical, social and emotional wellbeing. They will also explore positive self-talk and visualisations to enrich wellbeing.

2A:

Students will engage in movement, relaxation, stories and games to enhance physical, social and emotional wellbeing. They will also explore positive self-talk and visualisations to enrich wellbeing.

2/3B & 3A:

Students will engage in movement, relaxation, stories and games to enhance physical, social and emotional wellbeing. They will also explore positive self-talk and visualisations to enrich wellbeing.

3/4C:

Students will discuss the neuroplasticity of the brain and how this can affect their learning, emotions and habits. Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing.

4A:

Students will discuss the neuroplasticity of the brain and how this can affect their learning, emotions and habits. Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing.

5A & 5B:

Students will discuss the neuroplasticity of the brain and how this can affect their learning, emotions and habits. Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing.

6A:

Students will discuss the neuroplasticity of the brain and how this can affect their learning, emotions and habits. Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing.