

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

SCIENCE

Weather in My World (Earth and Space Sciences)

Students will explore beliefs and understandings about the air, Sun and wind through hands-on activities. They will increase their knowledge of how the characteristics of weather affect their daily lives.

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 - count to identify how many; recall forwards and backwards counting sequences; compare quantities; connect number names, numerals and quantities; represent quantities; partition quantities; subitise collections to five.

Patterns and algebra - describe repeating patterns, continue repeating patterns, describe repeating patterns using number.

Using units of measurement - compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events.

Shape - describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes.

Location and transformation - identify positions, describe movement, give and follow movement directions, explore locations.

Data representation and interpretation - use questions to collect information.

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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EVENTS & EXCURSIONS

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HEALTH

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

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

SCIENCE

Exploring Light and Sound (Physical Sciences)

Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life.

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 - represent & record counting sequences, partition two-digit numbers, represent & record the tens number sequence, investigate quantities & equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify & describe addition & subtraction situations, apply addition strategies, solve subtraction problems, connect addition & subtraction, represent, record & solve simple addition problems.

Fractions and decimals - investigate wholes & halves, partition to make equal parts.

Money and financial mathematics - explore features of Australian coins.

Using units of measurement - describe the duration of an hour, explore & tell time to the hour.

Shape - investigate features of three-dimensional objects & two-dimensional shapes, & describe two-dimensional shapes & three-dimensional objects.

Location and transformation - explore & describe location, investigate & describe position, direction & movement, interpret directions.

EVENTS & EXCURSIONS

Postponed or cancelled

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

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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 two 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

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. Students create, rehearse and present a procedure in front of their peers.

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

SCIENCE

Toy Factory (Physical Sciences)

Students understand how push or pull affects how an object moves or changes shape. They describe changes in the way an object moves or can be moved and how this knowledge is used in their daily lives.

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 - Recall addition & subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add & subtract single- & two-digit numbers, solve addition & subtraction problems, represent multiplication, represent division, solve simple grouping & sharing problems.

Fractions and decimals - Represent halves, quarters & eighths of shapes, describe the connection between halves, quarters & eighths, & solve simple number problems involving halves, quarters & eighths.

Money and financial mathematics - Describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 & \$10 notes, count small collections of coins & notes.

Patterns and algebra - Identify the three counting sequence, describe number patterns, identify missing elements in counting patterns, & solve simple number pattern problems.

Using units of measurement - Identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare & order area of shapes & surfaces, cover surfaces to represent area, measure area with informal units.

Shape - Recognise & name familiar two-dimensional shapes, describe the features of two-dimensional shapes, draw two-dimensional shapes & describe the features of familiar three-dimensional objects.

EVENTS & EXCURSIONS

Postponed or cancelled

ENGLISH

Unit 3: Exploring characters

Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Student identify character qualities in texts. They compare how similar characters are depicted in two literary texts.

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

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Number and place value - Represent two-digit numbers, partition two-digit numbers into place value parts, recall addition and subtraction number facts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.

Fractions and decimals - Represent halves, quarters and eighths of shapes, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.

Money and financial mathematics - Describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes.

Patterns and algebra - Identify the three counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.

Shape - Recognise and name familiar two-dimensional shapes, describe the features of two-dimensional shapes, draw two-dimensional shapes and describe the features of familiar three-dimensional objects.

Location and transformation - Interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest.

EVENTS & EXCURSIONS

Postponed or cancelled

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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 - Compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten.

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

Money and financial mathematics - Count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.

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

Shape - Identify and describe the features of familiar three-dimensional objects, make models of three-dimensional objects.

Location and transformation - Represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map.

Geometric reasoning - Identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.

EVENTS & EXCURSIONS

Postponed or cancelled

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.

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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.

EVENTS & EXCURSIONS

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EVENTS & EXCURSIONS

Postponed or cancelled

ENGLISH

Unit 2: Examining Humour in Poetry

Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry.

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

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EVENTS & EXCURSIONS

Postponed or cancelled

SCIENCE

**Ready, Set, Grow!
(Biological Sciences)**

Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They will examine relationships between living things and their dependence on each other and on the environment.

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 and place value - Recognise, read and represent five-digit numbers; identify and describe place value in five-digit numbers; partition numbers using standard and non-standard place value parts; compare and order five-digit numbers; identify odd and even numbers; make generalisations about the properties of odd and even numbers; make generalisations about adding, subtracting, multiplying and dividing odd and even numbers; recall 3s, 6s and 9s facts; solve multiplication and division problems; use informal recording methods and strategies for calculations; apply mental and written strategies to computation.

Fractions and decimals - Revisit and develop understanding of the proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts.

Money and financial mathematics - Read and represent money amounts, investigate change, round to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies.

Shape - Explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams.

Location and transformation - Investigate the features on maps and plans; identify the need for legends; investigate the language of location, direction and movement; find locations using turns and everyday directional language; identify cardinal points of a compass; investigate compass directions on maps; investigate the purpose of scale; apply scale to maps and plans; explore mapping conventions, plan and plot routes on maps; explore appropriate units of measurement and calculate distances using scales..

Geometric reasoning - Identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle.

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EVENTS & EXCURSIONS

Postponed or cancelled

ENGLISH

Unit 2: Examining Media Texts

Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts.

- Spelling 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.

HASS

Unit 2: Managing Australian Communities

Students will examine how people, places and environments are connected and managed through laws and regulations.

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

MATHEMATICS

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

Number and place value - Round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples.

Fractions and decimals - Make connections between fractional numbers and the place value system, and represent, compare and order decimals.

Patterns and algebra - Create and continue patterns involving whole numbers, fractions and decimals; explore strategies to find unknown quantities.

Shape - Apply the properties of 3D objects to make connections with a variety of 2D representations of 3D objects, represent 3D objects with 2D representations.

Location and transformation - Investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe features of transformed shapes.

Geometric reasoning - Identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles.

Data representation and interpretation - Explore methods of data representations to construct and interpret data displays, reason with data.

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.

EVENTS & EXCURSIONS

Postponed or cancelled

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EVENTS & EXCURSIONS

Postponed or cancelled

ENGLISH

Unit 2: Examining Advertising in the Media

Students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect.

- 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 1: Australia in the Past

Students will examine the key figures, events and ideas that led to federation and influenced the constitution. They will also investigate institutions, people and processes of our democratic and legal system.

MATHEMATICS

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

Number and place value - Select and apply mental and written strategies and digital technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers.

Fractions and decimals - Apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare.

Patterns and algebra - Continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations.

Using unit of measurement - Make connections between volume and capacity.

Shape - Problem-solve and reason to create nets and construct models of simple prisms and pyramids.

Geometric reasoning - Make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.

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.

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 & 2: The students will

- Practise fundamental movement skills and movement sequences

HEALTH:

- Identify actions that keeps them healthy
- Describe how their body is growing and changing

1A & 1B: The students will

- demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives.

HEALTH:

- understand how to stay safe in the wider community
- understand the emotions they feel in response to safe and

2A: The students will

- demonstrate fundamental movement skills and sequences and test alternatives.
- Practise movement skills in athletics themed sequences

HEALTH:

- understand how to stay safe in the wider community
- understand the emotions they feel in response to safe and unsafe situations

2/3B: The students will

- demonstrate fundamental movement skills and sequences and test alternatives.
- Practise movement skills in athletics themed sequences

HEALTH:

- understand how to stay safe in the wider community
- understand the emotions they feel in response to safe and unsafe situations

3A: The students will

- Practise and refine fundamental movement skills in athletics themed sequences
- create and perform movement sequences using learned athletic skills

3/4C: The students will

- Practise and refine fundamental movement skills in athletics themed sequences
- create and perform movement sequences using learned athletic skills

4A: The students will

- Practise and refine fundamental movement skills in athletics themed sequences
- create and perform movement sequences using learned athletic skills

5A & 5B: The students will

- Perform athletic themed movement skills and sequences
- Apply critical and creative thinking processes in order to generate and assess solutions to athletic movement challenges

6A: The students will

- Perform athletic themed movement skills and sequences
- Apply critical and creative thinking processes in order to generate and assess solutions to athletic movement challenges

EVENTS & EXCURSIONS:

Postponed or cancelled

2A:

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.

2/3B:

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

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 reflect on 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.

5A & 5B:

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.

6A:

In this unit, students will explore the concept of school life in Chinese-speaking communities and Australia.

EVENTS & EXCURSIONS:

Postponed or cancelled

Prep:

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

- Book knowledge
- Literature
- Phonological awareness
- Early reading strategies

YEAR 1/2/3:Reading

Selected students will work in a small group focusing on reading and comprehension skills to improve their Benchmark levels.

Phonological Awareness

Identified students will develop their recall of grapheme and phonemes by engaging in a variety of learning experiences to improve their recall, manipulation and segmentation.

YEAR 4/5/6

Group intervention focusing on reading accuracy and comprehension.

Those students requiring mathematical support will receive explicit teaching of concepts in small groups.

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.

Individual Learning Plans

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

Individual Curriculum Plans

Plans for students identified as requiring a variation of curriculum will be implemented, monitored and reviewed in collaboration with class teachers and support personnel.

Educational Support

- In class assistance and check on wellbeing of students during specialist lessons

Pastoral Care

- Casual playground conversation
- Connecting with students at school before or after and lunch times on Wednesday and Friday

Outreach

- Partner with community organisations in offering practical assistance to those in need.

Prep 1 & Prep 2; 1A & B; 2A & 2/3B, 3A & 3/4C

Context for learning: Developing a life-long love of reading through reading and exploring fiction and nonfiction books.

- Read every day with someone at home or independently. Read for a minimum of 20 minutes or more each day. The more the better! Read new books, old books, and everyone's favourite book.
- Participate in the: UPTO 20 BOOKS CHALLENGE to record some of the books you have read. Return the sheet for a small reward.
- Explore the books you read. Predict what is going to happen in the book, talk about the story by asking questions about the characters, setting, plot and your personal responses.
- Engage in some art and craft or drama activities based on some of the books you have read. **Pinterest** is great for finding fun things to do. CREATE, WRITE, DRAW, COLLAGE, PAINT, MAKE A GAME, TURN THE STORY INTO A PLAY, MAKE UP A SONG OR JINGLE TO PROMOTE THE BOOK, DESIGN A BOOKMARK OR BANNER
- Don't forget to read some nonfiction books to find out lots of information about lots of topics.
- Logon to the Story Box Library (<https://storyboxlibrary.com.au/>) to hear fabulous stories read by some fabulous people. Look at the home page to see the areas you can access to find more ideas to engage children in the stories.

USERNAME: stafford
PASSWORD: sss

3/4C, 4A, 5A & 5B, 6A

Context for learning: Developing a life-long love of reading through reading and exploring fiction and nonfiction books.

- Read every day - independently OR read with someone. You are never too old to share a book with someone. Read for a minimum of 20 minutes or more each day. The more the better! Read new books, old books, and everyone's favourite book.
- Participate in the: UPTO 10 BOOKS CHALLENGE to record some of the books you have read. Return the sheet for a small reward.
- Explore the books you read. Predict what is going to happen in the book, talk about it the story by asking questions about the characters, setting, plot and your personal responses.
- Engage in some art and craft or drama activities based on some of the books you have read. **Pinterest** is great for finding fun things to do. CREATE, WRITE DRAW, COLLAGE, PAINT, MAKE A GAME, TURN THE STORY INTO A PLAY, MAKE UP A SONG OR JINGLE TO PROMOTE THE BOOK, DESIGN A BOOKMARK OR BANNER
- Don't forget to read some nonfiction books to find out lots of information about lots of topics. Make up some quizzes and test out others at home. Write a report, draw and label some diagrams on a chosen topic.
- Logon to the Story Box Library (<https://storyboxlibrary.com.au/>) to hear fabulous stories read by some fabulous people. Look at the home page to see the areas you can access to find more ideas to explore the stories you have listened to.

USERNAME: stafford
PASSWORD: sss

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 yoga movements, relaxation, breathing, stories and games to enhance physical, social and emotional wellbeing. Students will also practise persistence through skipping challenges.

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.

P- 6 all the same this term

Students will engage in yoga movements, relaxation, breathing, stories and games to enhance physical, social and emotional wellbeing. Students will also practise persistence through skipping challenges.