

## 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

*Number & Algebra*

- Sort collections of objects
- Identify patterns and non patterns
- Describe, continue and create growing and repeating patterns
- Use number to describe patterns
- Identify missing elements in patterns
- Count forwards and backwards in 1's
- Subitise small collections
- Identify quantities in different arrangements
- Connect number names, numerals and quantities

*Measurement & Geometry*

- Sequence familiar events
- Compare the duration of events
- Compare objects using length, mass and capacity
- Follow and give simple instructions
- Describe position

*Statistics & Probability*

- Pose and answer simple questions
- Identify information gathered from questions

**EVENTS & EXCURSIONS**

- Easter Hat Parade

## HEALTH

**Nutrition**

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

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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 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

**Schoolyard Safari (Biological Sciences)**

Students observe the features and behaviour of small animals. They explore how adaptations of small animals help them survive in their habitats. Students will learn how animals move, feed and protect themselves.

## 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

*Number & Algebra*

- Describe, continue & create growing, repeated and number patterns
- Connect counting sequences to growing patterns
- Represent & order 'teen' numbers
- Partition 'teen' numbers
- Represent & order 2 digit numbers
- Partition 2 digit numbers
- Count in 1's to & from 100 from any starting point
- Represent and record the 2's and 10's counting sequences
- Investigate wholes & halves
- Represent, solve and record simple addition and subtraction problems

*Measurement & Geometry*

- Sequence days of the week and months of the year
- Name the seasons
- Sequence events according to time durations
- Compare lengths using direct and indirect comparison
- Measure lengths using uniform informal units

*Statistics & Probability*

- Describe the outcomes of familiar events

**EVENTS & EXCURSIONS**

- Easter Hat Parade
- Incursion - Reverse Garbage

## TECHNOLOGY

**Easter Hat**

Students will design an Easter Hat suitable to wear for the Stafford Easter Hat Parade.

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**EVENTS & EXCURSIONS**

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## TECHNOLOGY

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## 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

**Watch It Grow! (Biological Sciences)**

Students explore the growth of a range of living things and explore the processes of growth and change, of reproduction and death that apply to all animals. Through hands on activities and investigations, students compare the growth of living things under different conditions.

## HASS

**Unit 1: Present Connections to Places**

Students will explore the following inquiry questions:

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

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

## MATHEMATICS

*Number & Algebra*

- Solve simple addition & subtraction problems
- Recall addition & subtraction facts
- Add strings of single digit numbers
- Add & subtract 2 digit numbers
- Represent and order 2 digit numbers
- Partition 2 digit numbers into standard and non standard parts
- Connect 2 digit number representations
- Round 2 digit number to the nearest ten
- Count in 1's to and from 100 from any starting point
- Represent & record the 2's, 5's & 10's counting sequences from any starting point
- Identify missing elements in counting patterns
- Investigate odd & even numbers

*Measurement & Geometry*

- Compare lengths using direct & indirect comparisons
- Measure & compare lengths using informal units
- Identify & order days of the week & months of the year
- Use calendars to locate days & months
- Connect seasons to the months of the year
- Describe position & give directions to locations
- Interpret & use maps to identify locations of interest
- Describe 'bird's eye view'

**EVENTS & EXCURSIONS**

- Easter Hat Parade
- Incursion - Reverse Garbage

## TECHNOLOGY

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## 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

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## 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

## SCIENCE

**Spinning Earth (Earth & Space Sciences)**

Students explore the movement of the Earth to explain day and night, sunrise and sunset and shadows. They will compare the size of the sun, moon and the Earth.

## HASS

**Unit 1: Our Unique Communities**

Students will answer the following inquiry questions:

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

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

## MATHEMATICS

*Number & Algebra*

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

*Measurement & Geometry*

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

*Statistics & Probability*

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

**EVENTS & EXCURSIONS**

- Incursion - Reverse Garbage

## TECHNOLOGY

**Egg Head**

Students will use the design process to build an 'Egg Head'. The shell head will grow grass and the body is used for balance. Each 'Egg Head' will then be dressed in an outfit.

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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

*Number & Algebra*

- Recall basic  $\times$  &  $\div$  facts (0 – 10)
- Recall + & - facts
- Identify odd & even numbers
- Connect number properties (odd & even) to +, -,  $\times$  &  $\div$  calculation
- Multiply by 10 & 100
- Solve  $\times$  &  $\div$  problems
- Describe, continue & create multiplicative patterns
- Apply mental & written strategies to  $\times$  computations
- Link  $\times$  to  $\div$  facts (inverse operation)
- Read, write & represent 4 digit numbers
- Partition 4 digit numbers using place value
- Order & compare 4 digit numbers
- Read, write & represent 5 digit numbers
- Partition 5 digit numbers using place value
- Order & compare 5 digit numbers

*Measurement & Geometry*

- Revise properties of 2D shapes including polygons & quadrilaterals
- Identify & explore the properties of combined shapes
- Tell time using am & pm
- Identify & compare time durations
- Solve time problems

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**EVENTS & EXCURSIONS**

## 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

## 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.

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**EVENTS & EXCURSIONS**

## TECHNOLOGY

**The Australian Flag**

Students will create an Australian Flag using the design process.

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## SCIENCE

**Survival in the Environment (Biological Sciences)**

Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment.

## HASS

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## 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

*Number & Algebra*

- Represent proper, improper and mixed numeral fractions
- Compare and order and locate fractions on a number line
- Solve + and – of fractions with the same denominator
- Read, write and represent decimals up to hundredths
- Order and compare decimals
- Count in tenths and hundredths
- Identify factors and multiples of whole numbers

*Measurement & Geometry*

- Identify, compare and classify angles
- Measure using a protractor
- Identify line symmetry
- Describe translation, reflection and rotation of 2D shapes
- Identify and compare the properties of 3D objects
- Draw and create 3D objects using nets

*Statistics & Probability*

- Define categorical and numerical data
- Create and interpret tables, Venn diagrams and pie graphs

**EVENTS & EXCURSIONS**

## TECHNOLOGY

**The Australian Flag**

Students will create an Australian Flag using the design process.

## 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

**Diversity and Interactions in the Living World (Biological Sciences)**

Students explore the structural features and behavioural adaptations that assist living things to survive in their environment.

## HASS

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## TECHNOLOGY

**Flight**

Students will analyse information and evidence of 'Flight' to generate design ideas for paper planes. They will use the design process to make their products during test flights and review their design for future improvements.

**EVENTS & EXCURSIONS**

## ENGLISH

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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
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**EVENTS & EXCURSIONS**

- Young Leaders' Day (School Leaders only)
- Leaders' Induction Ceremony

## SCIENCE

**Diversity and Interactions in the Living World (Biological Sciences)**

Students explore the structural features and behavioural adaptations that assist living things to survive in their environment.

## 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.

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## MATHEMATICS

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- Locate fractions on a number line
- Identify, continue & create fractions patterns
- Revise place value understanding of whole numbers & decimals to hundredths
- Compare and order decimals
- Convert decimals to decimal fractions
- Apply mental & written strategies to + & - decimals
- Recall +, -, x & ÷ facts
- Identify & describe the properties of factors, multiples, prime, composite, triangular & square numbers

*Measurement & Geometry*

- Identify properties of angles
- Classify, draw & measure angles
- Investigate angles on a straight line & vertically opposite angles to calculate unknown angles
- Revise symmetry, reflections, rotation & translation
- Review the properties of 3D objects and 2D shapes
- Identify from cross sections and different view points
- Construct models & create nets of prisms & pyramids

*Statistics & Probability*

- Identify the difference between categorical & numerical data
- Define primary & secondary data
- Organise data using side by side column and pie graphs
- Interpret and analyse data displays

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- Apply mental & written strategies to + & - decimals
- Recall +, -, x & ÷ facts
- Identify & describe the properties of factors, multiples, prime, composite, triangular & square numbers
- Calculate the fraction of a given quantity
- Solve problems involving the + & - of fractions with the same or related denominators
- Select & apply mental & written strategies to solve +, -, x, ÷ problems of whole numbers
- Continue & create sequences involving whole numbers & decimals
- Describe the rule used to create sequences
- x or ÷ whole numbers by powers of 10
- x or ÷ decimals by powers of 10
- Describe the relationship between place value and x & ÷ of powers of 10
- Select & apply mental & written strategies to solve x, & ÷ problems of decimal numbers

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**EVENTS & EXCURSIONS**

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- Leaders' Induction Ceremony

**PREP 1 & PREP 2**

The students will explore rhymes and songs for music making and responding.

- develop aural skills by exploring and imitating sounds, pitch and rhythm patterns
- use voice, movement and body percussion in a range of changes, songs/poetry and rhymes
- sing and play instruments
- create compositions and perform music to communicate ideas to an audience
- respond to music and consider where and why people make music

**1A & 1B**

The students will explore rhymes and songs for music making and responding.

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- respond to music and consider where and why people make music

**2A & 2B**

The students will explore rhymes and songs for music making and responding.

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- use voice, movement and body percussion in a range of changes, songs/poetry and rhymes
- sing and play instruments
- create compositions and perform music to communicate ideas to an audience
- respond to music and consider where and why people make music

**3A**

The students will make music and respond to music through exploring song.

- develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch, form and rhythm patterns
- practise singing, playing instruments and improvising celebratory music
- create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume
- identify intended purposes and meanings as they listen to music using the elements of music to make comparisons

**4A**

The students will make music and respond to music through exploring song.

- develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch, form and rhythm patterns
- practise singing, playing instruments and improvising celebratory music
- create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume
- identify intended purposes and meanings as they listen to music using the elements of music to make comparisons

**4/5C**

The students will make music and respond to music through exploring song.

- develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch, form and rhythm patterns
- practise singing, playing instruments and improvising celebratory music
- create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume
- identify intended purposes and meanings as they listen to music using the elements of music to make comparisons

**4/5 B students will:**

- Introduce recorder & 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 songs of Australia & Australian heritage.
- Listen to musical excerpts from contemporary Australian composers to compare & contrast with indigenous styles.

**5/6B**

The students make and respond to music exploring pieces of music.

- explore dynamics and expression
- use aural skills to identify and perform rhythm and pitch patterns, and form in a range of pieces of music from films
- rehearse and perform a piece of music and compose a soundtrack by improvising, sourcing and arranging ideas and making decisions
- explain how the elements of music communicate meaning by comparing music

**6A**

The students make and respond to music exploring pieces of music.

- explore dynamics and expression
- use aural skills to identify and perform rhythm and pitch patterns, and form in a range of pieces of music from films
- rehearse and perform a piece of music and compose a soundtrack by improvising, sourcing and arranging ideas and making decisions
- explain how the elements of music communicate meaning by comparing music

**EVENTS & EXCURSIONS:**

- Easter Hat Parade for Prep, Years 1 & 2
- Performances on Parade for nominated classes

**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 & 2B:** 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
- develop swimming, lifesaving and survival skills

**3/4B:** 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

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

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

**5/6B:** 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:**

- Swimming (District & Regional)
- Week 8 PJ's in the pool

**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.

**3/4B:**

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.

**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.

**4/5C:**

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.

**5/6B:**

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 story "three little pigs" by story-telling, using gestures, active collaboration and repetition to learn the language contexts and features.

**EVENTS & EXCURSIONS:**

**Prep:**

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

- Book knowledge
- Literature
- Phonological awareness
- Early reading strategies
- Fine & gross motor 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.

Mathematics

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

**YEAR 4:**

Group intervention focusing on Reading accuracy and comprehension.

**YEAR 5:**

Group work with selected students to follow up with reading strategies from 2017 and comprehension skills.

**Individual Learning Plans**

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

**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.

**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 iPad activities introducing 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****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 & 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 & 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.
- 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:**

- **Library Lovers Day: 14 February**

**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 physical, social and emotional wellbeing. They will also explore positive self-talk and visualisations to enrich wellbeing.

**2A & 2B:**

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.

**3A:**

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.

**3/4B:**

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.

**4/5C:**

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.

**5/6B & 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.