

Literacy:	Numeracy:	Inquiry:
<p><i>The students will be engaged in learning experiences in the following areas:</i></p> <p>The students will be engaged in learning experiences requiring them to develop the following skills:</p> <p>Speaking and Listening Engage in a variety of discussions, responding appropriately to questions</p> <p>Formulate their own questions using the starters who, what, when, how and why</p> <p>Reading and Viewing Use a variety of strategies to decode unfamiliar words</p> <p>Examine texts using various forms of comprehension to develop and improve their understanding of a text.</p> <p>These may include:</p> <ul style="list-style-type: none"> - Retelling - Visualizing - Making Connections <p>Writing Produce, in print and electronic form, various texts including recounts (of familiar experiences) and Procedural text.</p> <p>Form upper and lowercase letters correctly.</p> <p>Use some simple punctuation.</p> <p>Use a range of approaches and strategies to spell unknown words.</p>	<p><i>The students will be engaged in learning experiences in the following areas:</i></p> <p>Counting Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point</p> <p>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond</p> <p>Subitise small collections of objects</p> <p>Compare, order and make correspondences between collections, initially to 20, and explain reasoning</p> <p>Place Value Recognise, model, represent and order numbers to at least 1000</p> <p>Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting</p> <p>Money and financial mathematics Count and order small collections of Australian coins and notes according to their value</p> <p>Time Tell time to the quarter-hour, using the language of 'past' and 'to'</p> <p>Name and order months and seasons</p> <p>Use a calendar to identify the date and determine the number of days in each month</p> <p>Data Identify a question of interest based on one categorical variable. Gather data relevant to the question</p> <p>Collect, check and classify data</p> <p>Create displays of data using lists, table and picture graphs and interpret them</p> <p>Patterns and Algebra Describe patterns with numbers and identify missing elements</p> <p>Solve problems by using number sentences for addition or subtraction</p>	<p><i>The students will be engaged in learning experiences in the following areas:</i></p> <p style="text-align: center;">HEALTH and WELLBEING Essential Question: How do we stay healthy?</p> <p>By the end of Level 2, students describe changes that occur as they grow older.</p> <p>They recognise how strengths and achievements contribute to identities.</p> <p>They understand how emotional responses impact on others' feelings.</p> <p>They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active.</p> <p>They identify areas where they can be active and how the body reacts to different physical activities.</p> <p>Students demonstrate positive ways to interact with others.</p> <p>They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems.</p> <p>Students will be investigating the following questions: How can I stay healthy? How can I be active? What are my strengths? How do I change physically and socially? How can I keep myself safe? What is a healthy diet?</p> <p>End of Inquiry experience: <i>Through an expo, students will create a product which demonstrates their knowledge of the key understandings. Parents will be invited to this Expo in Week 9.</i></p> <p>There will be an Excursion to support this unit of work which will take place sometime this term, more information will follow.</p>

	Apply repetition in arithmetic operations, including multiplication as repeated addition and division as repeated subtraction	
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Science:	Respectful Relationships:	Digital Technologies:
<p>Biological Science: Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met</p> <ul style="list-style-type: none"> • recognising common features of animals, for example, head, legs and wings • describing the use of animal body parts for particular purposes, for example, moving and feeding • identifying common features of plants, for example, leaves and roots • recognising that different living things live in different places, for example, land and water <p>Living things grow, change and have offspring similar to themselves</p> <ul style="list-style-type: none"> • representing personal growth and changes from birth • exploring the different characteristics of the life stages in animals, for example, dinosaurs, butterflies or frogs 	<p>The ability to understand ourselves and other people, express and manage our own emotions and respond appropriately to the emotions of others.</p> <p>The students will be engaged in some of the following learning experiences;</p> <ul style="list-style-type: none"> • recognize and identify emotions • describe situations that may evoke these emotions • compare their emotional responses with those of their peers • investigate how emotional responses vary in strength • reflect critically on emotional responses to a variety of situations and in a range of contexts • moderate emotional responses when expressing opinions, values and choices • explain how relationships differ between peers, parents, teachers and other adults • forecast the consequences of expressing emotions inappropriately and devise measures to regulate behavior <p>Personal Strengths Provides a vocabulary to help recognize and understand various strengths and positive qualities in themselves and others. Simplified Strengths List;</p> <ul style="list-style-type: none"> • Hope and optimism • Humour • Fairness • Determination • Honesty • Courage • Loyalty • Tolerance • Trustworthiness • Compassion • Generosity • Enthusiasm • Self-Control • Creativity <p>Activities include explaining how strengths contribute to family and school life, and how they help make and keep friends.</p>	<p>In Foundation to Level 2, students are introduced to common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning.</p> <p>Through discussion with teachers, students learn to apply safe practices to protect themselves and others as they interact online for learning and communicating.</p> <p>Across the band, students will have had the opportunity to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications.</p>