

## English

### Rhyme time

In this unit students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They will engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning: Focused teaching and learning, play, real-life situations, investigations and routines, and transitions.

Students will create a rhyming verse and recite it to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.



## Mathematics

In this unit students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.

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

**Using units of measurement** - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, and connect days of the week to familiar events.

**Number and place value** - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, and identify equal parts of a whole.

**Patterns and algebra** - identify, copy, continue and describe growth patterns, and describe equal quantities.

**Data representation and interpretation** - identify questions, answer yes/no questions, and use data displays to answer simple questions.

## Science

### Move it, move it.

In this unit, students will be able to describe the properties and behaviour of familiar objects. They will suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

Throughout this unit, students will complete a journal and record how people, animals and toys move. Students will describe the properties and behaviour of familiar objects and reflect on observations and ask questions about familiar objects.



## Humanities and Social Sciences (HASS)

### My special places

In this unit, students will explore the following inquiry question:

\* *What are places like and what makes them special?*

**Learning opportunities support students to:**

- Study at a personal scale including places where they live or other places that are familiar to them
- Understand that a place has features and a boundary that can be represented on maps or globes
- Recognise that what makes a place special depends on how people view the place or use the place
- Observe and represent the location and features of places using pictorial maps and models
- Examine sources to identify ways that people care for special places
- Describe special places and the reasons they are special to people
- Reflect on learning to suggest ways they could contribute to the caring of a special place.



### Health and Physical Education

In Health this term, students will be exploring emotions and why people might feel different in similar situations.

In PE, they will be learning the fundamental movement skills required to play tennis; these include throwing, catching, footwork and striking the ball.



### The Arts

#### Music



In this unit, 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 by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in music that evokes stories.

At the end of the unit, they will create compositions and perform music to communicate story ideas to an audience, respond to music that tells a story and consider where and why people make music starting with Australian music, including music of Aboriginal and Torres Strait Islander peoples.

### Homework

Home readers – five to 10 minutes every night.

Reading and spelling (RAS) words – focus on 4/5 words every night until all known.

### Save the dates:

- Assemblies (Weeks 1,3,5, 7 & 9)
- 22 July Life Education Van
- 3 August Student progress Interviews
- 10 August Chambers Island trip
- 16 – 20 August Book Week and Book Fair
- 2 September P&C Fathers Day stall
- 3 September Pupil free day
- 17 September Land Surf Carnival and conclusion of Term 3

