<table>
<thead>
<tr>
<th>Subject</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong> (7 hrs/wk)</td>
<td>Exploring Narrative Texts Identification of Stereotypes</td>
<td>Persuasive Writing Biography</td>
<td>Procedural Texts Information Texts</td>
<td>Narratives Poetry</td>
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<tr>
<td><strong>Maths</strong> (5hrs/wk)</td>
<td>Number to 500, Patterns Skip Counting 2s, 3s, 5, s Place value (3 digit)</td>
<td>Number to 1000, Patterns Skip Counting 2s, 3s, 5, s Place value (3 digit)</td>
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<td></td>
<td>Addition/Subtraction Multiplication (equal groups, repeat addition) Calendars</td>
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<td>Time-o’clock, 1/2hr Money Data</td>
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<td><strong>Science</strong> (1hr/wk)</td>
<td>Mix, make and use Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose</td>
<td>Toy factory Students investigate and explain how pushes and pulls cause movement in objects used in their daily lives.</td>
<td>Good to grow Students examine how living things grow.</td>
<td>Save planet Earth Students investigate Earth’s resources, describing changes to and reflecting on how Earth’s resources are used and the importance of conserving resources for the future</td>
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<tr>
<td><strong>History</strong> (1hr/wk)</td>
<td>Exploring my local community Students examine the remains of the past in the local area through a focus on an historical site/a significant person</td>
<td>Exploring the impact of changing technology on people’s lives Students investigate continuity and change in technology used in the home</td>
<td>What is the story of my place? Students use geographical methods to represent and communicate examples of places that are defined at different levels or scales</td>
<td>How are people and places connected? Students will describe how people in different places are connected to each other and identify factors that influence these connections</td>
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<tr>
<td><strong>Geography</strong> (1hr/wk)</td>
<td>Dance: Emotive Dance Visual Arts</td>
<td>Visual Arts</td>
<td>Visual Arts: RAW ART Totally Turtles</td>
<td>Visual Arts</td>
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<tr>
<td><strong>The Arts</strong> (½ hr/wk)</td>
<td>Healthy Choices</td>
<td>Social Skills</td>
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<td><strong>Technology</strong> (1 hr/wk)</td>
<td>Design: design, make, appraise a child’s toy Digital: creating and formatting documents</td>
<td>Design: design, make and appraise a poster for the conservation of one of earth’s resources Digital: creating and formatting documents</td>
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<tr>
<td><strong>PE</strong> (½ hr/wk)</td>
<td>Swimming – water confidence and basic learn to swim skills Gymfun Track and field skills Ball skills</td>
<td>Swimming – water confidence and basic learn to swim skills</td>
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<tr>
<td><strong>Music</strong> (½ hr/wk)</td>
<td>Using rhymes, games and songs students develop their aural skills rhythmically and melodically. Students learn to improvise words and rhythms and play musical instruments. Students start to listen for (and notate) la and too.</td>
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<tr>
<td><strong>Indigenous Perspectives</strong> (1 hr/fortnight)</td>
<td>Country / Place</td>
<td>Culture Book Week</td>
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<td>People</td>
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<tr>
<td><strong>LOTE</strong> (½ hr/wk)</td>
<td>Use repetitive language to reinforce sounds and rhythm of German. Firsts elements of grammar der/die/das</td>
<td>Recognise where German is spoken throughout the word. Language Perfect competition</td>
<td>Numbers 1-20 Greetings/ colours</td>
<td>Notice how German looks/sounds similar to English. Reinforced by</td>
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