

Term One	English- Reading and Writing	English- Speaking and Listening	Religion	Mathematics	HASS	Health & PE	Technology	Art	Assessment P/F	NQS/EYLF FOCUS/ ASSESS.
	<p>Produce some lower case and upper case letters using learned letter formations (ACELY1653)</p> <p>Recognise and name all upper and lower case letters and know the sound each makes. ACELA1440</p> <p>Understand how to use knowledge of letters and sounds including onset and rime to begin to spell words (ACELA1438)</p> <p>Understand concepts about print books and know some features of print for example, direction (ACELA1433)</p> <p>Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)</p> <p>Understand that texts can take many forms, can be short or quite long, eg information or books and that stories and informative texts have different</p>	<p>Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes. (ACELA1429)</p> <p>Recognise and generate rhyming words, alliteration patterns, syllables and sounds in spoken words (ACELA 1439)</p> <p>Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)</p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed, or read independently(ACELY1650)</p>	<p>Integrated into Health, HASS, Art, English.</p> <p>Thanking God for Our Feelings. Wk 1-4</p> <p>Special Me Mystery Prayer. And Prayer) Wk 4-7</p> <p>A Happy Day . Lent and Easter. Wk 7-10</p>	<p>Number and place value.</p> <p>Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)</p> <p>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)</p> <p>Subitise small collections of objects (ACMNA003)</p> <p>Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)</p> <p>Represent practical situations to model addition and sharing (ACMNA004)</p> <p>Measurement Compare and order duration of events using everyday language of time (ACMMG007)</p> <p>Connect days of the week to familiar events and actions (ACMMG008)</p> <p>Patterns and algebra Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)</p>	<p>History Personal and family histories. Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees (ACHASSK011)</p> <p>How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemoration(ACHASSK012)</p>	<p>Being Healthy Safe and Active/Religion.</p> <p>Protective behaviours to keep safe and healthy, saying no to moving away, telling an adult, asking for help (ACPPS003)</p> <p>Communicating and Interacting for health and wellbeing.</p> <p>Personal and social skills to interact with others, expressing needs, wants and feelings, active listening, self control. (ACPPS004)</p> <p>Emotional responses in individuals may vary in different situations such as feeling happy, sad, excited, tired, angry, scared and confused. (ACPPS005)</p> <p>Appropriate language and actions to communicate feelings in different situations. (ACPPS005)</p> <p>Moving Your Body.</p> <p>PMP Body management skills. (ACPMP008)</p>	<p>Design Technology/ Technology Concepts.</p> <p>Engineering principles and systems- ways in which objects move, push, pull, bounce and slide, fall, spin, float. (ACTDEK002)</p> <p>Materials and technologies specialisations- characteristics of materials can be explored using senses (ACTDEK004)</p> <p>Processes and Productions.</p> <p>Designing and recording (photo) design ideas through describing, modelling and creating or spoken steps. (WATPPS02)</p> <p>BEEBOTS. identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.</p>	<p>Personal responses and feelings about artwork they view and make (ACAVAR109)</p> <p>Skills Development of artistic skills through experiments with shape, colour, line, texture. (ACAVAM107)</p>	<p>Wk 1 English (ACELY1653)</p> <p>Wk 2 Maths Number (ACMNA001)</p> <p>Wk 3 ON Entry Testing.</p> <p>Wk 4 Technology WATPPS02</p> <p>Wk 5 English Comprehension (ACELY1650)</p> <p>Wk 6 Maths Patterns/ Algebra (ACMNA005)</p> <p>Wk 7 Religion Prayer.</p> <p>Wk 8 English- Phonics ACELA1440</p>	<p>Wk 1 and 2 NQS: 1.1, 1.2, 3.2, 5.1 & 5.2 EYLF: Outcomes 1, 2, 3, 4, &5</p> <p>Wk 3 and 4 NQS 1.1.2, 1.1.6, 1.2.1, 1.2.3 EYLF Learning Outcome 3: Children have a strong sense of wellbeing 3.1 Children become strong in their social and emotional wellbeing.</p> <p>Wk 4 and 5 NQS 3.2,3.2.1 EYLF Learning Outcome 4: Children are confident and involved learners 4.1 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.</p> <p>Wk 5 and 6 NQS5.1.2,5.1.3,5.2.1</p>

	<p>purposes. (ACELA1430)</p>							<p>WK 9 HASS Personal History ACHASSK012</p>	<p>EYLF Learning Outcome 5: Children are effective communicators</p> <p>5.1 Children interact verbally and non-verbally with others for a range of purposes.</p> <p>5.2 Children engage with a range of texts and gain meaning from these texts.</p>
								<p>WK 10 ART Skills development. ACAVAM107</p>	<p>WK 7 and 8 NQS 6 6.1.,6.2.,6.3. EYLF Learning Outcome 2: Children are connected with and contribute to their world.</p> <p>2.3 Children become aware of fairness.</p> <p>2.4 Children become socially responsible and show respect for the environment.</p>
									<p>WK 9 and 10 NQS: 1.1, 1.2, 3.2, 5.1 & 5.2 EYLF: Outcomes 1, 2, 3, 4, &5</p>