<table>
<thead>
<tr>
<th>Subject</th>
<th>Learning Area</th>
<th>Assessment Task</th>
<th>Awarded Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td><strong>Unit 5 &amp; 4: Retelling Cultural Stories and Engaging With Poetry</strong>&lt;br&gt;In this unit, students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers. Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting.</td>
<td>Assessment Tasks&lt;br&gt;- Short answer questions – Reading and listening comprehension&lt;br&gt;- Oral - Poem recitation&lt;br&gt;- Written - Comprehending poetry</td>
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<td><strong>Unit 3:</strong> Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning - students have opportunities to develop understandings of:&lt;br&gt;  • Using units of measurement&lt;br&gt;  • Number and place value&lt;br&gt;  • Data representations and interpretation&lt;br&gt;  • Chance</td>
<td>Assessment Tasks&lt;br&gt;- Interview - Book display&lt;br&gt;- Portfolio – Favourites&lt;br&gt;- Observation - Will it? Won’t it? Might it?&lt;br&gt;• Monitoring – On time&lt;br&gt;• Monitoring – Exploring giving and following directions</td>
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### Science

**Unit 3: Weather Watch**

In this unit students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment and understand that weather conditions are not the same for everyone. They are given opportunities to reflect on the impact of these changes, in particular on clothing, shelter and activities, through various cultural perspectives. Students also learn about the impact of daily and seasonal changes on plants and animals. The unit provides several opportunities for students to formulate generalisations about the signs and signals relating to weather and how weather affects everyday life.

**Assessment Tasks**
- Portfolio - Weather watch - Collection of work (Yr 1)

### Geography

**Unit 1: What is my place like?**

Inquiry question/s: What are places like?

In this unit, students:
- draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about
- develop questions about places they belong to
- understand that a ‘place’ has features and a boundary, that can be represented on maps or globes
- understand that Aboriginal peoples and Torres Strait Islander peoples use special words for the place they live in and belong to
- observe the visible elements or features of the ‘place’ they live in and belong to, and record
- use maps and stories to identify the places students live in and belong to, such as their home, neighbourhood, or rural area, and record the features of each place
- represent the location and direction of visible elements or features of their place on a pictorial map and model
- describe their observations of the features of a familiar place, its location and direction, and the reasons for living there.

**Assessment Tasks & Moderation**
- Portfolio – Collection of Work (Yr 1)

### HPE

**Unit:**

- Playing together
- Hit it hard

**Assessment Tasks**
- TBA

### Music

**Unit:**

Students will continue to learn songs and rhymes this term. They will practice distinguishing between singing and speaking, and the sound of various percussion instruments. The beat will be introduced, and students will practice this using instruments and body movement.

**Assessment Tasks**
- Individually perform beat and sing a known song
- Identify speaking and singing voices