

Term	1	2	3	4
	Exploring our mind, body, and identity	Exploring science, technologies and innovation	Exploring a changing nation over time	Exploring the planet we live on
Even	<p>Working and Playing Together</p> <p>This unit is about belonging, friendship and the importance of working and playing together. During the unit students will be introduced to the school values of 'Respect, Safe and Learning' and learn about classroom rules and why they are needed. Students will participate in a cooperative social skills program called 'Stop, Think, Do' where they will learn appropriate language and actions when dealing with conflict and be able to practice these skills when working in-group situations. They will also identify the characteristics of good friends and realise that you don't have to be friends with everybody but you can be friendly towards all. Students will identify how cooperative skills can be used in real-life situations. Students can create a class visual representation using photos or videos to demonstrate the school values.</p>	<p>Watch it Move!</p> <p>In this unit students will explore the properties and attributes of different objects made out of different materials, sizes and shapes. Students will be able to talk about these properties and attributes and how they impact the objects ability to move. Students will investigate different forces that can make an object move and will conduct scientific experiments to test out hypothesis (predictions) on what hinders or helps an object to move. They will share and communicate their findings with others. Students will have the opportunity to build and design an object that can move with assistance of human force. Students will complete a design brief (with re-made or recycled products) and will share their findings with the rest of the class.</p>	<p>Family</p> <p>In this unit students identify the different members of a family, (for example mother, sister, grandparent, aunty) and create simple family trees. They will name their family members and find out information about them, such as where they were born and raised. They will consider a range of family structures, (e.g. nuclear families, only child families, large families, as well as kinship groups, tribes and Aboriginal structures). Students will identify similarities and differences between their own family and those in their class. Students will engage in a "Meet My Family" day where their families can come along to school. Students will get to observe the different types of families that exist within their class.</p>	<p>Needs of Living Things</p> <p>This unit is about students establishing an understanding of what a living and non-living thing is. The students will use this knowledge to look closely at the animal world (for example, <i>marine life, Australian animals, reptiles</i> etc) and identify what an animals essential needs are to survive. The inquiry will allow the students to look closely at specific features of animals, explore the purpose of those features, and describe how such features aid the animal's survival. Students will also identify how the features of an animal can help it to survive in its own habitat and that it's the responsibility of all humans to protect the natural habitats of those environments. Students will work together to create a habitat wall in their classroom which will display animals and their distinctive features that they require for survival (e.g. An octopus has 8 tentacles because.....).</p>
Big Question	How can we make our classroom a friendly and co-operative place?	What helps or hinders something to move?	What makes up a family?	What does a living thing need to survive?
Major Concepts	Responsibility, diversity, change, systems	Change, responsibility, systems	Responsibility, diversity, change, systems	Responsibility, diversity, change, systems

<p>Odd</p>	<p>Keeping myself safe, healthy and happy at school.</p> <p>This unit is all about becoming familiar with the school environment and how choices can be made that keep us safe, healthy and happy whilst at school. Students will be introduced to the school values of 'Respect, Safe and Learning' and how their choices have consequences. Students will become familiar with their school environment, the rules that make their classroom and playground a safe place to be. They will participate in a cooperative social skills program called 'Stop, Think, Do' where they will learn appropriate language and actions when dealing with conflict. They will also learn about how their choices and actions can keep themselves and their classmates safe, happy and healthy. Students will create posters and a short film demonstrating being safe, healthy and happy at school.</p>	<p>Seasonal Weather</p> <p>This unit is about exploring the different seasons of the year and the weather conditions that are typical of each season. Students will use their senses to describe characteristics of weather and investigate ways human behaviour may be modified because of weather (e.g. Clothing, hobbies). Students will learn why it is important to measure and monitor the weather and what kinds of instruments have been invented to do this. The students will have the opportunity to build and design an instrument that can measure some form of weather (e.g. rain gauge, sun dial, wind sock) using a design brief. Students will share and reflect on their findings with the rest of the class.</p>	<p>Celebrations</p> <p>In this unit students will explore why and how different people celebrate. They will investigate and compare a range of different celebrations and identify their own family and cultural celebrations. Students will compare how their celebrations are similar to and different from others (e.g. food, dress etc.). They will investigate the characteristics of celebrations that other families and cultures celebrate. Students will understand that people have different backgrounds, however each of us are Australian and Australians participate in some specific celebrations, such as Anzac Day, Australia Day and Clean Up Australia Day. Students will have the opportunity to plan and implement their own celebration within the school community (e.g. Clean Up Sunshine Day, Multicultural Celebration Day).</p>	<p>Our Living World</p> <p>This unit is about establishing an understanding of what a living and non-living thing is. The students will categorise living things based on commonalities and will look at what they need in order to survive. The students will identify the needs of particular groups of living things (for example, <i>humans, animals and plants</i>) and what can impact their survival in a positive and negative way. Students will explore the needs of living things in a range of situations and recognise the impact that people can have on the living world. Students will have the opportunity to participate in experiments (e.g. comparing a plant with water and sunlight vs no water and sunlight) that focus on the needs of living things. Students will predict, observe and explain what they have seen throughout the experiments.</p>
<p>Big Question</p>	<p>How can I keep myself safe, healthy and happy at school?</p>	<p>Why does our weather change?</p>	<p>How do Australians celebrate?</p>	<p>What does a living thing need to survive?</p>
<p>Major Concepts</p>	<p>Responsibility, change, choice, systems, identity</p>	<p>Change, responsibility, systems, identity, energy</p>	<p>Responsibility, change, choice, systems, identity</p>	<p>Responsibility, change, choice, systems, identity</p>