The students will be involved in a social skills program, Bounceback, where they will be involved in activities that focus on:
- acknowledging and negotiating rights, roles and responsibilities in a range of contexts.
- co-operating with others in social situation.

Throughout Term 4, the students will describe the properties and behaviours of familiar objects, observing the way different shaped objects such as balls, blocks and tubes move. They will be given opportunities to compare and observe how the movement of different living things depends on their size and shape. They will learn to seek answers to questions and make observations, and use their senses to gather different types of information.

Students will be involved in Discovery Learning Projects that will draw on the skills they develop through scientific application.

The students will express ideas, feelings and experiences through rhythm and singing, and playing musical instruments. They will partake in personalized dramatic play and learning.

The students will respond to learning through creative, imaginative and innovative ways. They will experiment with a variety of artistic representations, including, paint, pencils, textas, collages, online tools, clay and construction.

The students will build on their knowledge and understanding of how the past is different from the present, specifically the toys and games of the past. They will pose questions about the past, and compare findings to their current knowledge of toys and games.

The students will listen to, read and view a range of spoken, written and multimodal texts. The students will engage with a variety of texts for enjoyment. They will participate in shared reading, viewing and storytelling using a range of literacy texts and recognise the entertaining nature of literature. They will identify the differences between informative and imaginative texts. Students will begin to develop an understanding of reflection and feedback. They will be involved in verbal and written reflection activities.

The children will build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment. The students will partake in weekly specialist swimming lesson.

The students will develop an understanding of numbers, connecting names, symbols and quantities. The students will develop fluency when counting numbers in a sequence to 100, continuing patterns and looking at number lines 0-20 and 0-100, and a hundreds board. They will be given opportunities to develop skip counting skills, in 10s and 2s, and will extend their knowledge of addition and subtraction. The students will develop reasoning skills when explaining comparisons of quantities, creating patterns and explaining processes for indirect comparisons of measurements. They will describe position and movement.

The children will build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment. The students will partake in weekly specialist swimming lesson.

The general capability of ICLT is embedded into all curriculum. Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

ICLT Skill Set:
Logging on and off; Internet opening; Google Searching; Google images; copying and pasting; Microsoft Word; printing word documents and Google images; Twitter use and construction of Tweets; iPad and iPod Touch applications; photo taking, printing from Apple devices and downloading.