Students will explain how some aspects of daily life have changed over recent times, while others have remained the same. They will describe personal and family events that have significance. Students will sequence events in order, using everyday terms about the passing of time. They will pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students will relate stories about life in the past, using a range of texts.

Students will explore the different purposes of texts. They will make connections to personal experience when main events in short texts. They identify the language features, images and vocabulary used to describe events.

Students will read aloud, developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they will use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They will be taught to recall key ideas and recognised literal and implied meaning in texts. They will learn the importance of listening to others when taking part in conversations, using appropriate language features. They will listen for and reproduce letter patterns and letter clusters.

Students will begin to create texts that show the understanding of the connection between writing, speech and images.

The students will create short texts for a small range of purposes. They will interact in pair, group and class discussions, taking turns when responding. They will make short presentations of a few connected sentences on familiar and learned topics. Students will provide details about ideas or events. They will begin to accurately spell words with regular spelling patterns and use capital letters and full stops. They will begin to correctly form all upper- and lower-case letters.

Students will describe number sequences resulting from skip counting by 2s, 5s and 10s and will begin to independently describe data displays.

Students will count to and from 100 and locate numbers on a number line. They will carry out simple additions and subtractions using counting strategies. They will partition numbers using place value. Students will order objects based on lengths and capacities using informal units. Students will classify outcomes of simple familiar events. They will collect data by asking questions and draw simple data displays.

The children will build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment. The students will be involved in cross country training and gross motor circuits.

The students will participate in Bounce Back, SOTS Social Skills Program.

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.