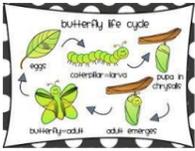
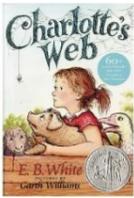
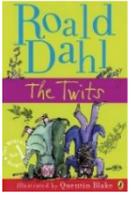
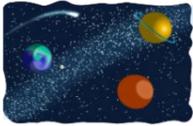
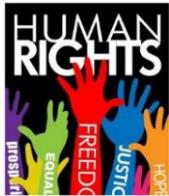




Year Level	Term One	Term Two	Term Three	Term Four
<b>P</b>	<p><b>In English this term our Prep students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ share opinions, feelings and thoughts about nursery rhymes</li> <li>➤ make connections between their own life and the nursery rhymes</li> <li>➤ identify a favourite rhyme and share what they like about it</li> <li>➤ sequence pictures of a nursery rhyme.</li> </ul> 			
<b>1</b>	<p><b>In English this term our Year One students are exploring insect life cycles and habitats. As they do this, they are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ read and label diagrams</li> <li>➤ discuss the differences between texts that entertain (fiction) and inform (non-fiction)</li> <li>➤ use topic specific vocabulary (e.g. chrysalis) and punctuation (capital letters / full stops) when writing about insects.</li> </ul>  <p><b>Year One are also learning about different types of poetry, specifically Japanese Haiku poetry. They will be learning to:</b></p> <ul style="list-style-type: none"> <li>➤ listen to and respond to poetry</li> <li>➤ recite a poem</li> <li>➤ create their own Haiku poem.</li> </ul> 			
<b>2</b>	<p><b>In English this term our Year Two students are exploring SUPER HEROES. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ use their imagination to create their own super-hero and give them a special accessory (think Thor's hammer or Wonder Woman's lasso rope)</li> <li>➤ use adjectives and adverbs to make their writing more descriptive</li> <li>➤ use a range of sentence types</li> <li>➤ produce neat, legible handwriting.</li> </ul> 			
<b>1/2G</b>	<p><i>Our multi-age classes use a blended approach to the delivery of the curriculum. At times, the sequencing of the units may be slightly different to the straight year level classes and they may also use a slightly different theme, however the teachers cover the required content of each year level and each student is assessed according to the achievement standard of their year level.</i></p> <p><b>In English this term 1/2G are exploring procedures. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ read and follow procedures (engaging in a range of fun cooking and craft activities)</li> <li>➤ write their own set of instructions</li> <li>➤ use topic specific vocabulary (e.g. materials, ingredients)</li> <li>➤ use appropriate punctuation (capital letters / full stops).</li> </ul> 			

3	<p><b>In English this term our Year Three students are reading Charlotte's Web. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ discuss ethical situations (for/against) and share their reasoning</li> <li>➤ answer questions about the story and make inferences about characters feelings</li> <li>➤ write a persuasive letter using high modality words (e.g. must, shall)</li> <li>➤ identify the author's purpose for writing.</li> </ul> 			
4	<p><b>In English this term our Year Four students are reading The Twits by Roald Dahl. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify and discuss ways the author engages the reader</li> <li>➤ identify descriptive language and dialogue in the story</li> <li>➤ write a new part to the story (i.e. another 'trick' that could be added)</li> <li>➤ use descriptive writing and dialogue (including the use of quotation marks) in their writing</li> <li>➤ use feedback (from teachers and peers) to edit and improve their writing.</li> </ul> 			
3/4G	<p><i>Our multi-age classes use a blended approach to the delivery of the curriculum. At times, the sequencing of the units may be slightly different to the straight year level classes and they may also use a slightly different theme, however the teachers will cover the required content of each year level and each student is assessed according the achievement standard of their year level.</i></p> <p><b>In English this term, 3/4G are exploring narratives. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ identify and discuss ways the author engages the reader</li> <li>➤ create a 'sizzling start'</li> <li>➤ identify descriptive language and dialogue in the story</li> <li>➤ understand the structure of a narrative</li> <li>➤ use descriptive writing and dialogue (including the use of quotation marks) in their writing</li> <li>➤ use feedback (from teachers and peers) to edit and improve their writing</li> </ul> 			
5	<p><b>In English this term our Year Five students are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ create an interesting and engaging Space narrative (story) using The 7 Steps to Writing Success process</li> <li>➤ use a range of literary devices (e.g. onomatopoeia, metaphors, similes etc.)</li> <li>➤ use a range of sentence structures to create well sequenced paragraphs.</li> </ul> 			
6	<p><b>In English this term our Year Six students are exploring and advocating for human rights. They are learning to:</b></p> <ul style="list-style-type: none"> <li>➤ develop and discuss their preferred view of the future, in accordance with universal declaration for human rights</li> <li>➤ identify poetic devices</li> <li>➤ use persuasive techniques to influence their audience</li> <li>➤ create a persuasive poem about a chosen human right.</li> </ul> 			

**5/6G**

*Our multi-age classes use a blended approach to the delivery of the curriculum. At times, the sequencing of the units may be slightly different to the straight year level classes and they may also use a slightly different theme, however the teachers will cover the required content of each year level and each student is assessed according to the achievement standard of their year level.*

**In English this term 5/6G students are exploring and analysing poetry. They are learning to:**

- Identify and use specific language features (e.g. puns, personification) to create imagery
- identify poetic devices
- compare a variety of types of poems
- understand the purpose of poetry.

