TOPIC: Past and Present Family Life
INQUIRY QUESTION: How can we show that the present is different from or similar to the past?
Key Learning Area: History

Understandings:
- There are different terms that represent the past, present and future.
- There are different types of families.
- Different family members have different roles and how they have changed or remained the same.
- The past, present and future can be represented by dates. 1930-past, 2013-present, 2015-future.
- There are differences and similarities between generations such as celebrations, family traditions, leisure time, communications and technology.

Skills:
This term your child will:
- **Categorise:** the terms that represent the past, present and future.
- **Listen to and discuss:** the different types of families in their classroom.
- **Create and label:** a family tree.
- **Ask questions:** about the roles of family members in the present and the past.
- **Make connections and Sequence:** events using dates to represent the past, present and future.
- **Question, research and present:** how the daily lives of generations has changed.
- **Compare and contrast:** family traditions, leisure time, communication, technology and personal celebrations has changed over time.

ENGLISH

Reading and Viewing
This term your child will:
- Use comprehension strategies to build literal and inferential meaning.
- Respond to texts drawn from a range of cultures and experiences.
- Compare different types of images in texts and discuss how they contribute to meaning.
- Explore the differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs).
- Recognise sound-letter relationships including common vowel and consonant blends (a= ai, ay)
- Identify parts of a simple sentence-e.g-What’s happening?

Writing
This term your child will:
- Plan, draft and publish simple genres such as narratives, recounts and information.
- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication.
- Recognise that different types of punctuation helps to form different sentences.
- Write using un-joined lower and upper case letters.
- Recognise and know how to use word families-play/playing.
- Use nouns, verbs and adjectives to make sentences more interesting.
Speaking & Listening
*This term your child will:*
- Make short presentations about their families.
- Engage in conversations and discussions using active listening behaviours, showing interest and communicating ideas, information and questions.
- Understand that people use different forms of communication to cater for different needs.
- Express preferences for specific texts and authors.
- Listen to the opinions of others.

**MATHS**

*Number and Algebra:*
*This term your child will:*
- Describe and calculate simple multiplication as repeated addition. Eg: 2+2+2=6, 3 groups of 2.
- Draw diagrams (arrays) to show sharing of up to 20 items.
- Use fractions such as half and quarter for example, quarter of a cake.

*Measurement and Geometry:*
*This term your child will:*
- Recognise 3D shapes, for example, spheres and cones.
- Classify shapes according to vertices, faces and edges.
- Enlarge a picture using a grid.
- Use informal measurement of area by making, describing and comparing units.

**Statistics and Probability:**
*This term your child will:*
- Choose simple questions and gather responses.
- Represent data with objects and drawings (pictograph).
- Discover the outcomes of chances of events, for example, the number rolled on a dice is random.

**S.E.L.S**
*This term your child will:*
- Respond to questions and prompts, describe their contribution to the activities of their team.
- Behave appropriately in a range of social situations such as with peers, older and younger students and adults.
- Begin to take responsibility for managing their time and resources.
- Begin to recognise their contribution to a positive learning environment.

**Physical Education**
*This term your child will:*
- Learn and develop the skill components required to correctly perform basic motor skills and coordinate steps in gymnastics and dance.
- Continue to refine and improve their skills for balance, coordination, strength and control.
- Create and coordinate their own steps to a dance.
- Be encouraged to share equipment and space safely with teacher guidance.
- Participate in activities in a cooperative and fair manner.

**Visual Arts**
*This term your child will:*
- Use their own creativity and explore the art elements of shape and texture to make puppets using threads, textiles and construction techniques to support the Integrated Unit, ‘My Family History’. They will also build on their knowledge of construction to make models of transport vehicles.