



Townsville Central State School – Curriculum Framework

Australian Curriculum English, Maths, Science, History, Geography (C2C Units) plus QCAR Technology, the Arts, HPE (Essential Learnings)

Updated for Townsville Central State School 2015 by Tracey Kenway A/HOC

		Unit 1	Unit 2	Unit 3	Unit 4
ENGLISH – 7hours/week	P	<p>Unit 1:Enjoying our new world</p> <ul style="list-style-type: none"> Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts including fiction, non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions. Oral presentation (M) 	<p>Unit 2:Enjoying and retelling stories</p> <p>Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p> <ul style="list-style-type: none"> Retell of a familiar story (S) To demonstrate comprehension of, and connection to, a familiar story through retelling events. 	<p>Unit 3:Interacting with others</p> <p>Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes to develop an understanding of sound and letter knowledge and a range of language features. Students identify common visual patterns.</p> <p>They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.</p> <p>Students will create and recite a rhyming story to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p> <ul style="list-style-type: none"> Create and recite a rhyme – oral (S) Respond to a rhyming story – poster/multimodal presentation (S) 	<p>Unit 4: Responding to text</p> <p>Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text which includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions</p> <ul style="list-style-type: none"> Interview – reading and comprehension assessment (S) Writing and creating a response to a story (S)
	P	<p>Unit 1:</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Patterns and algebra – identifying how objects are similar or different, sorting objects based on similar features, identifying a rule for a ‘sort’, identifying questions, patterns in the environment, copying and describing simple patterns, identifying patterns with counting sequences Using units of measurement – sequencing stages within an activity, comparing duration of events using time language, directly compare the size of objects, describing the objects Number and place value – recalling counting in ones, identifying numbers in the environment, representing quantities, comparing numbers, recalling counting sequences, representing quantities, visualising arrangements to five, matching numerals to quantities, counting forwards and backwards from different starting points, comparing quantities using ‘more’, ‘less’, ‘same’, identifying numbers before, after and next in a sequence, ordering quantities and numerals Location and direction – using positional language to describe location, identifying positional opposites, representing locations with models and images. Bag sort (S) Life in prep (M) Number watch – counting to and from 20 (M) 	<p>Unit 2:</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Using units of measurement – exploring the duration of the day, sequencing events within a day, directly and indirectly comparing the duration of events, directly comparing the length, width and height of objects and distances Patterns and algebra: identifying pattern and non-pattern, copying, continuing and describing simple repeating patterns Number and place value – recalling counting in ones, identifying numbers in the environment, representing quantities, comparing numbers, recalling counting sequences, visualising arrangements to five, matching number names, numerals and quantities, counting forwards and backwards from different starting points, identifying parts within a whole Location and direction – describing, representing and generating simple movement paths Shape – sorting, describing and arranging 3D objects, connecting 2D shapes to the faces of 3D objects, arranging 2D shapes to represent familiar objects Questions (M) Shape sort – interview – students sort, describe and name familiar 2D shapes (S) Super George – compare the lengths of objects directly and indirectly (M) 	<p>Unit 3</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Units of measurement – exploring the duration of a week, sequencing events within a week, directly and indirectly comparing duration of events, connecting the days of the week to familiar events and actions, directly comparing the mass of objects Number and place value – representing quantities; comparing numbers; visualising arrangements to five; matching number names, numerals and quantities; identifying parts within a whole; combining collections; making equal groups; describing the joining process Patterns and algebra – identifying patterns and non-patterns; identifying constant change; copying, continuing and describing simple growing patterns Data representation and interpretation – generating yes/no questions, identifying and interpreting data collected Exciting sandwich - design and answer a suitable yes/no question to collect information – interview (S) How heavy is your school bag? (M) Plan a week of events – observation (S) 	<p>Unit 4</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value – represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process Using units of measurement – directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects Location and transformation – describe position, describe direction Shape – describe, name and compare shapes Data representation and interpretation – generating yes/no questions, identifying and interpreting data collected Crazy cards – observation – students will create sets of playing cards with each student representing a number to ten or beyond in a variety of ways (numeral, name, picture) (S) Where to go – students will use the language of position and direction to create a direction card for a game (M)

		Unit 1	Unit 2	Unit 3	Unit 4
SCIENCE	P	<p>Unit 1: Our living world</p> <p>In this unit, students use their senses to investigate the needs of living things both animals and plants, in natural and man-made environments. Students determine that the survival of all living things is reliant on basic needs being met and discuss the consequences for living things of not having needs met. Students consider the impact of human activity and natural events on the availability of basic needs and describe some sustainable practices that they could implement to protect Earth's resources and support the provision of the needs of living things.</p> <ul style="list-style-type: none"> Portfolio - collection of student work (S) Representation of a farm environment (M) Representation of a natural environment (M) 	<p>Unit 2: Our material world</p> <p>In this unit, students are provided with opportunities to examine familiar objects using their senses. Through exploration, investigation and discussion, language is focused to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making that occurs in everyday life.</p> <ul style="list-style-type: none"> Make a wind ornament – assignment/project (S) Water investigation (M) Wind investigation (M) 	<p>Unit 3: Weather watch</p> <p>In this unit, students use sensory experiences to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment and understand that weather conditions are not the same for everyone. They are given opportunities to reflect on the impact of these changes, in particular on clothing, shelter and activities, through various cultural perspectives. Students also learn about the impact of daily and seasonal changes on plants and animals. The unit provides several opportunities for students to formulate generalisations about the signs and signals relating to weather and how weather affects everyday life.</p> <ul style="list-style-type: none"> Matching activities – analysing clothes and activities (M) Analysing shelter - activity (M) Analysing the effects of weather on everyday life (M) Considering plants (M) Weather watch – portfolio collection of student work (S) 	<p>Unit 4: Move it, move it</p> <p>Prep students engage in activities from the five contexts of learning: play, real-life situations, investigations, routines and transitions and focused learning and teaching. This unit involves students using their senses to observe the movement of objects and understand that science involves exploring and observing using the senses. Students gather different types of information about factors influencing movement through hands-on investigations. They share ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p> <ul style="list-style-type: none"> Collection of work – portfolio (S)
HISTORY	P	<p>Unit 1 Exploring fabulous families</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> What is my history and how do I know? <p>Students will investigate their own personal story, including their family background and relationships within their family.</p> <p>My family – Portfolio/interview. Students create a picture of their family undertaking a past event for the purpose of reporting history. They pose questions about their family and discuss features of their family with the class teacher in an interview. (S)</p>		<p>Tell me a story about the past</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> How can stories of the past be told and shared? What stories do other people tell about the past? <p>Guided research – Assignment/project. Students create a picture and a written (or scribed) recount of an important family commemorative event on a poster. They place an object that represents the important family event on the poster and sequence three important family events in first, next and last order. (S)</p>	
GEOGRAPHY	P	<p>Unit 1 What is my place like?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about develop questions about places they belong to understand that a 'place' has features and a boundary, that can be represented on maps or globes understand that Aboriginal peoples and Torres Strait Islander peoples use special words for the place they live in and belong to observe the visible elements or features of the 'place' they live in and belong to, and record use maps and stories to identify the places students live in and belong to, such as, their home, neighbourhood, or rural area, and record the features of each place represent the location and direction of visible elements or features of their place on a pictorial map and model describe their observations of the features of a familiar place, its location and direction, and the reasons for living there 		<p>UNIT 2 How do we care for places?</p> <p>In this unit students will investigate the inquiry questions identified from the Australian Curriculum: geography</p> <ul style="list-style-type: none"> What makes a place special? How can we look after the places we live in? <p>The content provides opportunities to develop the following concepts for geographical understandings: place, space and scale.</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about understand that what makes a 'place' special is dependent on how people view the place or use the place pose questions about the meaning places have for people listen to stories about the ways Aboriginal peoples and Torres Strait Islander peoples describe their connection with a 'place' or 'places', particularly the visible elements or features of a place describe the location of important places using geographical terms such as near and far use sources to identify ways that people care for special places, and record describe special places and the reasons they are special to people reflect on learning to suggest ways they could contribute to the caring of a special place. <p>Guided research - To use inquiry questions to help observe the features of a special place, share these observations using everyday language to describe features, directions and locations. Reflect on learning to suggest ways the place can be looked after. (S)</p>	
SOCIAL & PERSONAL LEARNING	P	<p>Social Learning</p> <p>Children sustain relationships by:</p> <ul style="list-style-type: none"> Acknowledging and negotiating rights, roles and responsibilities in a range of contexts Cooperating with others in social situations. <p>Children build early understandings about diversity by investigating and communicating positively about the social and cultural practices of people in their community.</p> <p>Personal Learning</p> <p>Children build a positive sense of self by:</p> <ul style="list-style-type: none"> Developing a sense of personal identity as a capable learner. <p>Acting with increasing independence and responsibility towards learning and personal organisation.</p>			

		Unit 1	Unit 2	Unit 3	Unit 4
HEALTH & PHYSICAL LEARNING	P	<p>Making Healthy Choices</p> <ul style="list-style-type: none"> Children build a sense of wellbeing by making choices about their own and other's health and safety with increasing independence. <p>Gross Motor</p> <ul style="list-style-type: none"> Children build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment. <p>Fine Motor</p> <ul style="list-style-type: none"> Children build a sense of wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects. 			
	P	<p>ORAL LANGUAGE</p> <p>Children expend their oral language by:</p> <ul style="list-style-type: none"> Using spoken language (including home language , or signed or augementative communication) for a range of purposes. Exploring the patterns and conventions of spoken, signed or augementative language <p>Interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings including attentive listening.</p>			
	P	<p>THINKING</p> <ul style="list-style-type: none"> Children think and enquire by generating and discussing ideas and plans and solving problems. <p>INVESTIGATING THE NATURAL WORLD</p> <ul style="list-style-type: none"> Children think and enquire by investigating their ideas about phenomena I n the natural world Developing shared understandings about these phenomena <p>INVESTIGATING TECHNOLOGY</p> <ul style="list-style-type: none"> Children think and enquire by investigating technology and considering how it affects everyday life. <p>INVESTIGATING ENVIRONEMENTS</p> <ul style="list-style-type: none"> Children think and enquire by investigating features of, and ways to sustain, environments. <p>IMAGING AND RESPONDING</p> <ul style="list-style-type: none"> Children generate, represent and respond to ideas, experiences and possibilities by experimenting with materials and processes in a variety of creative, imaginative and innovative ways, discussing and responding to the qualities of their own and others' representations, experiences and artistic works 			
LANGUAGE LEARNING & COMMUNICAITON: ORAL LEARNING					
ACTIVE LEARNING PROGRESS					

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
ENGLISH	P/1/2	<p>Unit1 Exploring emotion in picture books</p> <p>In this unit students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories. <i>(This unit has been informed by aspects of Year 1 Unit 1 Exploring emotion in picture books.)</i></p> <p>Prep Monitoring Task - Speaking: Talk about a favourite story (M)</p> <p>Year 1 Monitoring task - Spoken presentation about character emotions (M)</p> <p>Year 2 Monitoring task - Spoken presentation about character emotions (M)</p>	<p>Unit 2 Creating persuasive imaginative texts</p> <p>In this unit students read and view elements of persuasion in multimodal texts to create a spoken response (Prep), an innovation (Year 1) or a new blurb for a persuasive imaginative text (Year 2). Students publish their work digitally and present their new texts to their peers. <i>(This unit has been originally created for multi-level and has minor connections to Year 1 Unit 8 Creating digital texts)</i></p> <p>Prep - Spoken personal response Oral (S) Students will give a personal response to a text, connect with personal experience and retell some chosen events.</p> <p>Year 1 - Written innovation on a text Written (S) Students will create a written innovation on a text, using persuasive language in an imaginative context.</p> <p>Year 2 - Written persuasive blurb Written (S) Students will create a persuasive blurb promoting a text.</p>	<p>Unit 3 Creating and presenting a retell</p> <p>In this unit students listen to, read and view a range of narratives, including some multi-modal texts, to explore the use of descriptive language in the construction of character. Students retell a familiar story as a multimodal text incorporating written, oral and pictorial information and present their retell orally to a familiar audience. This unit is based on Year 1 Unit 3 'Exploring characters in stories', Year 2 Unit 2 'Stories of families and friends' and Prep Unit 2 'Enjoying and retelling stories'. Prep, Year 1 and Year 2 content descriptions are embedded across the learning sequence.</p> <p>Prep Retell a story Oral (S)</p> <p>Year 1 Creating a multimodal retell (S)</p> <p>Year 1 Reading and comprehension Short answer questions (S)</p> <p>Year 2 Creating a multimodal retell Poster/multi-modal Presentation (S)</p> <p>Year 2 Reading and comprehension (Yr 02) Short answer questions (S)</p>	<p>Unit 4 Exploring Australian texts</p> <p>In this unit students listen to, read and view informative and narrative Australian texts. They respond to questions about a story and create a multimodal retell of a character from a book. This unit has been informed by aspects of Year 2 Unit 2 'Stories of families and friends' and Prep Unit 2 'Enjoying and retelling stories' (Weeks 5-10). Prep, Year 1 and Year 2 content descriptors are embedded across the learning sequence.</p> <p>Imaginative Retell monitoring (M) Prep</p> <p>Imaginative Retell monitoring - (Yr 02) (M)</p> <p>Listening Comprehension - (Yr 01) Short answer questions (S)</p> <p>Listening Comprehension -(Yr 02) Short answer questions (S)</p> <p>Retell a story - (Yr PY) Oral (S)</p> <p>Running record (Yr 01, 02) (M)</p>	<p>Unit 5 Examining stories and informative texts.</p> <p>In this unit, students read, view and listen to a range of stories with animal characters and ask open and closed questions of an animal character. Students create an informative text about a character in a literary text, using ICT. This unit is based on Year 2, Unit 6 'Exploring informative texts'.</p> <p>Prep: Creating an informative text) (M)</p> <p>Prep: Reading comprehension (M)</p> <p>Year 1: Creating an informative text (M)</p> <p>Year 1: Reading comprehension (M)</p> <p>Year 2: Creating an informative text (M)</p> <p>Year 2: Reading Comprehension (M)</p>	<p>Unit 6 Exploring poetry</p> <p>Students listen to, read and view a range of poetry. As a group, students express their personal responses and thoughts about various shared poems. Students create an imaginative reconstruction of a poem or rhyme and present it to a familiar audience. This unit is based on the Prep Unit 3 'Interacting with Others', Year 1 Unit 4 'Engaging with Poetry' and the Year 2 Unit 1 'Reading, Writing and Performing Poetry'.</p> <p>Comprehending poetry (Yr PY) Exam/Test (S)</p> <p>Creating and Reciting Poetry (Yr PY) Oral (S)</p> <p>Creating and Reciting Poetry (Yr 01) Oral (S)</p> <p>Creating and Reciting Poetry (Yr 02) Oral (S)</p> <p>Reading Comprehension (Yr 01) Exam/Test (S)</p> <p>Reading Comprehension (Yr 02) Exam/Test (S)</p>	<p>Unit 7 Responding Persuasively to Narratives</p> <p>In this unit students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students create a persuasive response. They compare how the representations of a character are depicted differently in two publications of the same story and give reasons for a particular preference. This unit is based on the Year 2 Unit 4 'Identifying stereotypes', however, coverage of Prep and Year 1 Content descriptions is embedded throughout.</p> <p>Written Persuasive Response (Yr PY) Written (S)</p> <p>Written persuasive response (Yr 01) Written (S)</p> <p>Written persuasive response (Yr 02) Written (S)</p>	<p>Unit 8 Exploring plot and characterisation in stories</p> <p>In this unit, students explore a variety of picture books to explore how stories use plot and characterisation to entertain and engage an audience. Students create a new event to be added to a familiar narrative. This unit is based on Year 2 Unit 7 'Exploring plot and characterisation in stories'.</p> <p>Exploring plot and characterisation in stories (Yr PY) (M)</p> <p>Exploring plot and characterisation in stories (Yr 01) (M)</p> <p>Exploring plot and characterisation in stories (Yr 02) (M)</p>

P/1/2

Unit 1
Prep
 • Patterns and algebra (PA) - identify patterns and non-patterns, describe, continue and create growing and repeating patterns, use number to describe patterns, identify missing elements in a pattern
 • Number and place value (NPV) - count in ones forwards and backwards from different starting points, subitise to count small collections, quantify collections, identify quantities in different arrangements, connect number names, numerals and quantities
 • Using units of measurement (UUM) - sequence familiar events, compare the duration of events, directly and indirectly compare objects based on length, mass and capacity
 • Location and transformation (LT) - interpret the language of location, follow and give simple instructions, describe position
 • Data representation and interpretation (DRI) - answer simple questions, pose simple questions, identify information gathered by asking and answering questions
Year 1
 • Number and place value (NPV) - sequence numbers, describe growing patterns, investigate the two's number sequence, represent 2-digit numbers, investigate parts and whole of quantities, show standard partitioning of 'teen' numbers, investigate subtraction, represent and solve simple addition and subtraction problems
 • Using units of measurement (UUM) - sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.
 • Data representation & interpretation (DRI) - gather data (by asking suitable questions), record data in a list & table, display data (sorting, stacking or by pictorial representation), describe displays
 • Chance (C) - identify outcomes of familiar events that involve chance, describe events as 'will happen', 'won't happen' or 'might happen'.
Year 2
 • Using units of measurement (UUM) - order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units
 • Number and place value (NPV) - count collections in groups of ten, represent two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, representing addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts
 • Data representation & interpretation (DRI) - collect simple data, record data in lists & tables, display data in a picture graph, describe outcomes of data investigations
 • Chance (C) - identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible

Adding and subtracting numbers (Yr 02) Short answer questions (S)
Bag Sort (Yr PY) Interview (S)
To sort and classify a collection of objects.
Counting capers (Yr 02) (M)
In the toyshop window (Yr 02) Short answer questions (S)
Life in Prep (Yr PY) (M)
Longer and shorter (Yr 01) (M)
My favourite 'teen' number (Yr 01) Written (S)
Number watch (Yr PY) (M)
Questions (Yr PY) (M)
Spill and count (Yr 01(M))

Unit 2
Prep
 • Using units of measurement (UUM) - compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations
 • Shape (S) - compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes
 • Number and place value (NPV) - recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts
 • Location and transformation (LT) - identify and describe pathways, give and follow movement directions, represent movement paths, describe locations
 • Patterns and algebra (PA) - copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number
Year 1
 • Patterns and algebra (PA)- investigate repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence
 • Number and place value (NPV) - represent and record the tens number sequence, represent two-digit numbers, standard partitioning of two-digit numbers, investigate equality, represent, record and solve simple addition and subtraction problems, identify addition problems, apply addition strategies, record subtraction, represent multiples of 10, compare and order numbers, partition two-digit numbers, partition to make equal parts, represent and record counting sequences, describe number patterns
 • Location and transformation (LT) - explore and identify location, investigate position, direction and movement, interpret directions
 • Fractions and decimals (FD) - investigate wholes and halves
 • Using units of measurement (UUM) - explore and tell time to the hour
 • Shape (S) - investigate the features of three-dimensional objects and two-dimensional shapes, describe two-dimensional shapes and three-dimensional objects
 • Money and financial mathematics (MFM) - explore features of Australian coins
Year 2
 • Shape (S) - recognise and name familiar two-dimensional shapes, describe the features of two-dimensional shapes, draw two-dimensional shapes, identify three dimensional objects and describe the features of familiar three-dimensional objects
 • Number and place value (NPV) - represent two-digit numbers, read and write two-digit numbers, partition two-digit numbers into place value parts, partition smaller numbers, and explore the 3s counting sequence, recall addition number facts, identify related subtraction number facts, describe part-part-whole relationships, solve addition and subtraction problems, add and subtract 2-digit numbers, represent multiplication, represent division, solve simple grouping and sharing problems
 • Patterns and algebra (PA) - infer pattern rules from familiar number patterns, identify missing elements in counting patterns, solve simple number pattern problems
 • Fractions and decimals (FD) - describe fractions as equal portions or shares, represent halves and quarters of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, fourths and eighths, solve simple number problems involving halves, fourths and eighths
 • Using units of measurement (UUM) - use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour, cover surfaces to represent area, compare area of shapes and surfaces, measure area with informal units
 • Location and transformation (LT) - interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest
 • Money and financial mathematics (MFM) - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes

Adding and subtracting numbers (Yr 02) Short answer questions (S)
Chance and location mathematical guided inquiries (Yr 02) Written (S)
On my plate (Yr PY) Interview (S).
Pool problems (Yr 01) Observation (S)
Secret object (Yr 01) Observation (S)
Shape shakers (Yr 01) Interview (S)
Shape sort - Shape (Yr PY) Interview (S)

Unit 3
Prep
 • Using units of measurement - explore the duration of a week, sequence events within a week, directly & indirectly compare the duration of events, connect the days of the week to familiar events & actions, directly compare the mass of objects
 • Number and place value - represent quantities, compare numbers, visualise arrangements to five, match number names, numerals & quantities, identify parts within a whole, combine collections, make equal groups, describe the joining process
 • Patterns & algebra - identify pattern & non-pattern, identify constant change, copy, continue and describe simple growing patterns
 • Data representation & interpretation - generate yes/no questions, identify & interpret data collected
Year 1
 • Number & place value -count collections, represent & record two-digit numbers, identify & describe number relationships, flexible partitioning of two-digit numbers, partition numbers in more than two parts, represent, record & solve simple addition and subtraction problems, recall, represent & record the 1s, 2s, 5s (to 50) & 10s number sequence, identify number patterns, represent & record two-digit numbers, standard place value partitioning of two-digit numbers, identify digit values, explore doubling & halving, locate numbers on linear representations, represent, record & solve simple subtraction problems
 • Fractions & decimals - investigating wholes & halves
 • Patterns & algebra - recall the ones, twos & tens counting sequences, explore number patterns, represent the fives number sequence
 • Using units of measurement - compare, measure & record lengths & capacity, compare & sequence time durations, tell time to the hour & half hour
 • Money & financial mathematics - recognise, describe, & ordering Australian coins according to their value
 • Location & transformation - give & follow directions, investigate position, direction & movement.
Year 2
 • Number & place value - count beyond 100, represent 3-digit numbers, compare & order 3-digit numbers, partition 3-digit numbers, read & write 3-digit numbers, recall addition number facts, identify related addition & subtraction number facts, add & subtract with 2-digit numbers, count large collections
 • Fractions & decimals - divide shapes & collections into halves, quarters & eighths, solve simple fraction problems
 • Using units of measurement - compare & order objects, measure length, area & capacity using informal units, identify purposes for calendars, explore indigenous seasons and calendars
 • Location & transformation - describe the effect of single-step transformations, including turns, flips & slides, identify turns, flips & slides in real world situations
 • Money and financial mathematics - count collections of coins and notes, make money amounts, read and write money amounts, compare money amounts
 • Shape - identify and describe polygons, identify and describe 2D shapes with curved sides, draw 2D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment

Compare them! Order them! (Year 2) Short answer questions (S)
Counting counts (Year 1) (S)
Exciting sandwich (Yr 01, 02, PY) Interview (S)
How heavy is your school bag? (Yr 01, 02, PY) (M)
How long is that? (Year 1) Assignment/Project (S)
Plan a week of events (Yr 01, 02, PY) Interview (S)
Secret number (Year 2) Assignment/Project (S)
Time is ticking (Year 1) Observation (S)
Which holds more? (Year 1) Assignment/Project (S)

Unit 4
Prep
 Number and place value - represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process
 • Using units of measurement - directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects
 • Location and transformation - describe position, describe direction
 • Shape - describe, name and compare shapes
 • Data representation and interpretation - generating yes/no questions, identifying and interpreting data collected
Year 1
 • Fractions and decimals - halve and double collections/quantities
 • Number and place value - use standard and nonstandard partitioning of two-digit numbers, count in number patterns, add single-digit numbers to two-digit numbers, subtract multiples of ten, represent part unknown, model numbers with a range of materials, develop and refine mental strategies for addition and subtraction problems
 • Chance - identify chance events
 • Data representation and interpretation - gather and represent data
 • Patterns and algebra - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns
 • Using units of measurement - compare and sequence familiar events in time order/length
Year 2
 • Patterns and algebra - describe number patterns, identify missing elements in number patterns, identify and describe patterns created by skip counting, investigate features of number patterns resulting from adding twos, fives and 10s, solve problems using number sentences for addition and subtraction
 • Number and place value - recall addition number facts, identify related addition and subtraction facts, add and subtract with 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division
 • Data representation and interpretation - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays
 • Chance - explore the language of chance, make predictions based on data displays
 • Using units of measurement - directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute
 • Shape - draw two-dimensional shapes, describe three-dimensional objects
 • Fractions and decimals - identify halves, quarter and eighths of shapes and collections
 • Location and transformation - identify half and quarter turns, represent flips and slides

Addition and subtraction number facts (Yr 02) (M)
Crazy cards (Yr PY) Observation (S)
Solving addition and subtraction problems (Yr 02) Short answer questions (S)
Statistics and Probability checklist (Yr 02) (M)
Thinking about addition and subtraction (Yr 01) Written (S)
Where to go (Yr PY) (M)
Will it? Won't it? Might it? (Yr 01) Observation (S)

SCIENCE	P/1/2	<p>Unit 1: The Living World (V4)</p> <p>In this unit, students identify that living things have basic needs, including food and water, and have a variety of external features. They describe how living things change as they grow. Students understand that the needs of living things are met in the different places in which they live and suggest actions to improve the health of a habitat for living things. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. They analyse different types of environments and how each provides for needs of living things.</p> <p>Students consider the impact of human activity and natural events on basic needs of living things. They share ideas about some sustainable practices that they could implement to support and protect their local living things.</p> <p>Prep - Living things and their needs (Yr PY) Written (S)</p> <p>Year 1 - Habitats (Yr 01) Written (S)</p> <p>Year 2 - How does it grow? (Yr 02) Written (S)</p>	<p>Unit 2: Mastering materials (V4)</p> <p>In this unit students will investigate the properties of materials, how the properties influence a material's use and ways of changing the properties. Students understand that science involves asking questions about and describing changes to familiar objects and materials. They identify the materials and purposes of objects. They describe the properties of materials and link them to the purposes of the objects. They will investigate how materials can be physically changed and combined, thereby changing the properties of materials and the purposes for which they can be used. Students pose questions, make predictions and follow instructions to record observations, and share these with others.</p> <p>Student response to activity: Investigating materials and properties of hats (lesson 2) (Yr 01, 02, PY) (M)</p> <p>Prep - Make a wind ornament Assignment/Project (S)</p> <p>Year 1 - Don't rock the boat Experimental investigation (S)</p> <p>Year 2 - Combining materials for a purpose Experimental investigation (S)</p> <p>Students investigate the combination of materials used to make an object for a particular purpose.</p>	<p>Unit 3: The Earth and Us (V3)</p> <p>In this unit students will investigate a variety of landscapes and ways in which people interact with the landscape. Students will explore familiar phenomena, including weather and the effect of weather on living things, including people's clothing and activities. Students will compare and describe changes that occur in the features of the day sky and landscape with the night sky and landscape. Students will consider resources of the Earth and the importance of conserving them. They will describe how Earth's resources are used and actions that can be taken to conserve them.</p> <p>Collection of student work: Weather watch (Yr PY) (S)</p> <p>Day and night landscapes (Yr 01) Poster/multi-modal Presentation (S)</p> <p>Earth's resources (Yr 02) Oral (S)</p> <p>Student response to activity - Investigating features of a constructed landscape - urban (Lesson 5) (Yr 01, 02, PY) (M)</p> <p>Student response to activity - Investigating features of natural landscapes - rainforest (Lesson 4) (Yr 01, 02, PY) (M)</p>	<p>Unit 4: Toy world (V3)</p> <p>In this unit students understand that science involves exploring and observing using the senses. They use their senses to observe the movement of objects and to investigate sources of light and sound, and how light and sound are used in everyday life, including how changes can be made to light and sound effects. Students gather information about factors influencing movement through hands-on investigations, including how pushes and pulls are used in their daily lives.</p> <p>Students pose questions, make predictions and describe what happens when changes are made to the movement of an object or to light or sound effects in an object. They share ideas and represent what they observe. Students have the opportunity to apply and explain science knowledge in a familiar situation, such as making a toy.</p> <p>Collection of work (Yr PY) Portfolio (S)</p> <p>Collection of work (Yr 01) Portfolio (S)</p> <p>Investigating play equipment in the playground (Lesson 3) (Yr 01, 02, PY) (M)</p> <p>Investigation - Rolling toy (Lesson 6) (Yr 01, 02, PY) (M)</p> <p>Toy design (Yr 02) Assignment/Project (S)</p>	
	HISTORY	P/1/2	<p>Unit 1 Remembering the past</p> <p>The key inquiry questions guiding this unit are:</p> <p>For Prep:</p> <ul style="list-style-type: none"> • What stories do other people tell about the past? • How can stories of the past be told and shared? <p>For Year 1:</p> <ul style="list-style-type: none"> • How do we describe the sequence of time? <p>For Year 2:</p> <ul style="list-style-type: none"> • What aspects of the past can you see today? What do they tell us? • What remains of the past are important to the local community? Why? <p>Prep Collection of work Portfolio (S)</p> <p>Year 1 Collection of work Portfolio (S)</p> <p>Year 2 Collection of work Portfolio (S)</p>		<p>Unit 2 Comparing the past and the present</p> <p>The key inquiry questions guiding this unit are:</p> <p>For Prep:</p> <ul style="list-style-type: none"> • What is my history and how do I know? <p>For Year 1:</p> <ul style="list-style-type: none"> • How has family life changed or remained the same over time? • How can we show that the present is different from or similar to the past? <p>For Year 2:</p> <ul style="list-style-type: none"> • How have changes in technology shaped our daily life? <p>Prep Historical inquiry Written (S)</p> <p>Year 1 Historical inquiry Written (S)</p> <p>Year 2 Historical inquiry Written (S)</p>	
		GEOGRAPHY	P/1/2		<p>Unit 1 Exploring features of places</p> <p>In this unit students will investigate the inquiry questions identified from the Australian Curriculum: geography</p> <ul style="list-style-type: none"> • What are places like? • What are the different features of places? • How can we care for places? • How can spaces within a place be rearranged to suit different purposes? • What is a place? <p>Prep collection of work Portfolio (S) Demonstrate knowledge, understanding and skill by representing observable features of places using maps and models and use everyday language to describe features, locations and directions.</p> <p>Year 1 collection of work Portfolio (S) Demonstrate knowledge and skills in identifying and representing features of local places.</p> <p>Year 2 collection of work Portfolio (S) Identify, describe, interpret and represent geographical information about places.</p>	

ENGLISH	1	Exploring emotion in picture books In this unit students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.	Explaining how a story works In this unit students listen to, read and view picture books and stories from their own and other cultures to analyse and explain a familiar story.	Exploring characters in stories In this unit students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create written character descriptions.	Engaging with poetry In this unit students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.	Examining the language of communication — questioning In this unit students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.	Retelling cultural stories In this unit, students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.	Creating digital procedural texts In this unit students listen to, read, view and interpret traditional and digital multimodal procedural texts to explore the language and text structures of procedure in imaginative and informative contexts. Students create a digital presentation of a procedure from a literary context.	Creating digital texts In this unit students listen to, read, view and interpret a series of narrative texts to create a digital innovation.
		<ul style="list-style-type: none"> Spoken presentation about character emotions (M) 	<ul style="list-style-type: none"> Responses to picture books – short answer questions (S) 	<ul style="list-style-type: none"> Character description – written (S) Reading and comprehension – interview (S) 	<ul style="list-style-type: none"> Comprehending poetry – exam/test (S) Poem recitation – oral (S) 	<ul style="list-style-type: none"> Create and present a character – oral (S) Reading and listening comprehension – short answer questions (S) 	<ul style="list-style-type: none"> Retell of a cultural story – poster/multimodal presentation (S) 	<ul style="list-style-type: none"> Multimodal procedure – poster/multimodal presentation (S) Reading and comprehension – interview (S) 	<ul style="list-style-type: none"> Digital innovation (M)

MATHS	1	Unit 1 Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Number and place value - sequence numbers, investigate the twos number sequence, represent 2-digit numbers, investigate parts and whole of quantities, show standard partitioning of 'teen' numbers, investigate subtraction, represent and solve simple addition and subtraction problems mathematics being taught with an emphasis on language that models the proficiency strands Using units of measurement - sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, sequence events according to durations, investigate length, compare lengths using direct comparisons, investigate indirect comparison, informally measure lengths using uniform informal units. 	Unit 2 Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Number and place value - sequence numbers, represent and record the twos number sequence; investigate doubles; partition and create representations for 10; show partitioning and standard partitioning of 'teen' numbers; represent, position and locate 'teen' numbers; represent and solve simple addition and subtraction problems, investigate commutativity. Data representation and interpretation - gather data (by asking suitable questions); record data in a list and table; display data (sorting, stacking or by pictorial representation); describe displays. Chance - identify outcomes of familiar events that involve chance; describe events as 'will happen', 'won't happen' or 'might happen'. 	Unit 3 Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Patterns and algebra - investigate repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence Location and transformation - explore and identify location, investigate position, direction and movement, interpret directions Number and place value - represent and record the tens number sequence, represent two-digit numbers, standard partitioning of two-digit numbers, investigate equality, represent, record and solve simple addition and subtraction problems Fractions - investigating wholes and halves Using units of measurement - exploring and telling time to the hour. 	Unit 4 Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Shape - explore the geometric features of two-dimensional shapes and three-dimensional objects. Number and place value - represent, record and solve simple addition and subtraction problems, count collections, represent and record two-digit numbers including numbers that are multiples of 10, identify and describe number relationships, standard and flexible partitioning of two-digit numbers. Fractions and decimals - explore, represent and informally record sharing situations. Patterns and algebra - recall the ones, twos and 10s counting sequences, explore number patterns. Money and financial mathematics - describe, compare, sort and order Australian coins. 	Unit 5 Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Number and place value - represent and record the fives number sequence, counting collections, represent and record two-digit numbers, identify and describe number relationships, flexible partitioning of two-digit numbers, partitioning numbers in more than two parts, represent, record and solve simple addition and subtraction problems Fractions and decimals - investigating wholes and halves Patterns and algebra - recall the ones, twos and tens counting sequences, explore number patterns, represent the fives number sequence Using units of measurement - comparing, measuring and recording lengths and capacity. 	Unit 6 Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Using units of measurement - compare and sequence time durations, tell time to the hour and half hour Number and place value - recall, represent and record the ones, twos, fives (to 50) and tens number sequence, identify number patterns, count collections, represent and record two-digit numbers, standard place value partitioning of two-digit numbers, identifying digit values, exploring doubling and halving, positioning and locating numbers on linear representations, representing, recording and solving simple subtraction problems Money and financial mathematics - recognise, describe, and ordering Australian coins according to their value Location and transformation - give and follow directions, investigate position, direction and movement. 	Unit 7 Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Fractions and decimals - halve collections Number and Place value - use standard and nonstandard partitioning of two-digit numbers, count in number patterns, add single digit numbers to two digit numbers, subtract multiples of ten, represent part unknown Chance - identify chance events Data representation and interpretation - gather and represent data 	Unit 8 Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Patterns and algebra - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns Fractions and decimals - halving and doubling collections/quantities Number and Place value - use standard and nonstandard partitioning of two-digit numbers, count in number patterns, model numbers with a range of materials, develop and refine mental strategies for addition and subtraction problems, represent part unknown Using units of measurement - compare and sequence familiar events in time order/length Chance - identify chance events
		<ul style="list-style-type: none"> Counting by ones (M) 	<ul style="list-style-type: none"> How to represent our class (S) What I know and can show about my number (M) 	<ul style="list-style-type: none"> Finding a safe path to Grandma's – assignment/project (S) Representing 2- digit numbers (M) 	<ul style="list-style-type: none"> Addition thinking (M) What shape or object am I? - observation (S) 	<ul style="list-style-type: none"> How long is that? – assignment/project (S) Which holds more? – assignment/project (S) 	<ul style="list-style-type: none"> Counting counts (M) Show me the money (M) Time is ticking (S) 	<ul style="list-style-type: none"> Thinking about addition and subtraction – written (S) Will it? Won't it? Might it? – interview (S) 	

SCIENCE	1	<p>Unit 1: Living adventure</p> <p>In this unit, Students make links between external features of living things and the environment where they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.</p> <ul style="list-style-type: none"> • A better place – poster/multimodal presentation (S) • Examining external features of plants: scientific drawing activity (M) • Investigating the local environment: healthy habitat activity (M) 	<p>Unit 2: Material madness</p> <p>In this unit, students will explore physical changes occurring to familiar materials. They modify an existing material by making physical changes for a given purpose and conduct a guided investigation to test their modifications. Students create a storyboard to describe the process and the resultant effects to others.</p> <ul style="list-style-type: none"> • Storyboard – Don't rock the boat – assignment/project (S) • Physical changes made for holding – activity (M) • Physical changes made for floating/sinking – activity (M) 	<p>Unit 3: Changes around me</p> <p>In this unit, students will compare and describe the changes that occur in the features of the day sky and landscape with the night sky and landscape. Students ask questions and explore understandings about what they observe. Students organise observations and make inferences to link the observable changes to everyday life and the effect on living things.</p> <ul style="list-style-type: none"> • Day and night landscapes – poster/multimodal presentation (S) • Classify landscapes – activity (M) • Represent the effects of changes on everyday life – activity (M) 	<p>Unit 4: Light and sound</p> <p>In this unit students explore sources of light and sound and the senses used to observe them. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are used in everyday life and by a variety of cultures. They make predictions; share ideas and sort information about light and sound and represent and communicate their understandings in a variety of ways.</p> <ul style="list-style-type: none"> • Collection of work (Student science journal entries) – portfolio (S) • Drawing and/or writing about a source of light and/or sound (M) • Investigating and describing a source of light and/or sound and how it can be changed (M) • Sorting and classifying objects that produce light and/or sound (M)
HISTORY	1	<p>Unit 1 At this moment in time</p> <p>Inquiry Question:</p> <ul style="list-style-type: none"> ▪ How do we describe the sequence of time? <p>Students will develop an understanding of terms indicating the passing of time which are used in stories and conversations about the past and how these terms are used to describe dates and changes that have personal significance.</p> <p>Collection of work – Time capsule. Students make a time capsule and place items of class work inside. They pose and answer questions about a key milestone and about an object of personal significance. (S)</p>		<p>Unit 2 Exploring yesterday and today, my grandparents, my parents and me</p> <p>Inquiry Questions:</p> <ul style="list-style-type: none"> ▪ How has family life changed or remained the same over time? ▪ How can we show that the present is different from or similar to the past? ▪ Exploring yesterday and today: My parents, my grandparents and me – assignment/project. Students will create questions for an older person then interview them and use this information to write an historical narrative (S) 	
GEOGRAPHY	1		<p>Unit 1 How do people use places?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops • understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed, for example a building • develop questions about places • collect and record geographical data and information to identify and describe the natural, constructed and managed features of places • collect and record geographical data and information to identify examples of how the features of places are used or described by people differently • observe spaces within the school that are arranged for different activities or purposes • represent and label spaces within a place on a pictorial map and describe using the language of direction and location • respond to questions about the organisation of spaces within a place, including why spaces within a place are used for particular purposes 		<p>Unit 2 What are places like?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops • understand that weather and climate affect the visible elements or features of a place nearby or far away • ask questions using the stems of 'what', 'how' and 'why' to find out about the weather • observe the daily and seasonal weather (rainfall, temperatures, sunshine and wind) of a place nearby and far away • collect and record geographical data and information, such as, observations and the stories of Aboriginal peoples and Torres Strait Islander peoples, to describe the weather and seasons of a place nearby or far away <p>Guided Research - What are places like? Students investigate how and why we care for places, the changes seasons bring to different features of a place and suggest ways to care for a place based on observations. Oral (S)</p>
TECHNOLOGY	1	<p>Information, materials and systems (resources)</p> <p>Resources are used to make products for particular purposes and contexts.</p> <ul style="list-style-type: none"> •Resources have characteristics that can be matched to design requirements. •Simple techniques and tools are used to manipulate and process resources. <ul style="list-style-type: none"> ▪ Students will design and construct a sun safe hat. They will use recycled materials and simple tools to complete their construction. 		<p>Students will investigate a range of sources that produce light and sounds. They will keep a record of their developing understanding through their sensory explorations of light and sound. They will then engage in the technological process to design and make a device that allows sound to travel.</p> <ul style="list-style-type: none"> ▪ Design and make a sound device <p><i>This unit is linked to the C2C Science term 2 unit Light and sound</i></p>	

The Arts	1	<p>Visual Art Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.</p> <ul style="list-style-type: none"> • Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation. • Line is used to suggest movement and direction. • Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position. • Texture is used to create variation and repetition. <p>ASSESSMENT TASK Students will design and construct a sun safe hat. Students will investigate warm and cool colours and mix colours to vary their designs. Students will identify various textures as they use various materials.</p>	<p>Dance Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.</p> <ul style="list-style-type: none"> • Gross motor movements, including locomotors and non-locomotors, are used to create actions for movement phrases. • Directions, levels, shapes and pathways are used to move in space within movement phrases. • Fast and slow movements are used to change timing in movement phrases. • Percussive and sustained movement qualities are used to change energy in movement phrases. • Structuring devices, including repetition and narrative forms, are used to organise movement phrases. 	<p>Media Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.</p> <ul style="list-style-type: none"> • Still and moving images, sounds and words are used in media texts. • Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts. • Representations in media texts can be either real or imagined, and are created for particular audiences and purposes. 	<p>Drama Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> • Role can be established using movement, voice, performance space, cues and turn-taking • Purpose and context are used to shape roles, language, place and space to express ideas. • Dramatic action is structured by being in role and building story dramas.
	HPE	1	<p>Health Health is multidimensional and influenced by everyday actions and environments.</p> <ul style="list-style-type: none"> • The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings). • Health behaviours and choices are influenced by personal factors, people and environments. • Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety. • A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing. <p>ASSESSMENT TASK – See school program Students demonstrate their understanding of class rules by:</p> <ul style="list-style-type: none"> • Drawing a picture • Creating a photo story • Role playing • Writing a list of the class rules • Create a poster 	<p>Personal development Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.</p> <ul style="list-style-type: none"> • Identity is shaped by personal characteristics and experiences. • Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences. • Everyday experiences and relationships give rise to different emotions in self and others. 	<p>Sense of self and others Children build knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> • investigate their sense of self as a member of different communities including home, school and broader cultural groups • participate in the development of social rules and suggest roles and responsibilities for maintaining these rules • respond positively to changes in learning environments and other school contexts • resolve conflicts in peaceful ways • persevere with new learning experiences • demonstrate responsibility for materials and behaviour in the learning environment • identify and discuss values associated with being fair and behaving with respect • Reflect on and identify how strategies contribute to fairness and respectful behaviour.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
ENGLISH	2	<p>Reading, writing and performing poetry</p> <p>In this unit students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience.</p> <ul style="list-style-type: none"> Playing with verse - oral Students create and present a reconstruction of a poem to a familiar audience (S) Reading comprehension (M) 	<p>Stories of families and friends</p> <p>In this unit students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write a biography about a character from a book and present it in a multimodal digital form.</p> <ul style="list-style-type: none"> Imaginative biography – written (S) Listening comprehension – short answer questions (S) 	<p>Identifying stereotypes</p> <p>In this unit students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students identify stereotypical characters in texts and create an alternative character description to present to an audience of peers.</p> <ul style="list-style-type: none"> Written and spoken presentation (S) 	<p>Responding persuasively to narratives</p> <p>In this unit students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. They compare how the visual representations of a character are depicted differently in two publications of the same story and give reasons for a particular preference.</p> <ul style="list-style-type: none"> Reading and comprehension – interview (S) 	<p>Exploring procedural text</p> <p>In this unit students read, view and listen to a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of peers.</p> <ul style="list-style-type: none"> Multimodal procedure (M) Reading comprehension (M) 	<p>Exploring informative texts</p> <p>In this unit students read, view and listen to a range of stories to create an informative text about an event in a literary text.</p> <ul style="list-style-type: none"> Exploring an informative text – written (S) Reading comprehension – short answer questions (S) 	<p>Exploring plot and characterisation in stories</p> <p>In this unit students explore a variety of stories including dreaming stories, picture books, traditional tales and digital text to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative with appropriate images that match the text. Students present their written event to their peers.</p> <ul style="list-style-type: none"> Reading comprehension – interview (S) Written narrative (S) 	<p>Exploring narrative texts</p> <p>In this unit students read, view and listen to a range of stories from other cultures. They create a written retell of an event in the life of a person or character from one of the stories studied and then present a performance of the retell to an audience of peers.</p> <ul style="list-style-type: none"> Reading comprehension (M) Written retell & performance (M)

<p>Unit 1:</p> <p>Students have opportunities to develop understandings of: - Number and place value - recall the ones counting sequence, investigate the 2s, 5s and 10s number sequences, represent two-digit numbers, show standard and nonstandard place value partitioning, represent addition and subtraction, use part-part-whole reasoning to solve problems, add and subtract 2-digit numbers (without bridging) - Using units of measurement - order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, Measure lengths using informal units</p> <ul style="list-style-type: none"> • Counting capers (M) • Representing numbers (M) 	<p>Unit 2</p> <p>Students have opportunities to develop understandings of: - Number and place value - representing 2-digit numbers, partitioning 2-digit numbers, rounding numbers to the nearest ten, adding strings of single-digit numbers, adding and subtracting 2-digit numbers, representing multiplication and division, solving simple multiplication and division problems - Data representation and interpretation - collecting simple data e.g. sorting and counting, observing events, asking questions, recording data in lists and tables, displaying data in a picture graph, describing outcomes of data investigations - Chance - identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible</p> <ul style="list-style-type: none"> • In the toy shop window – short answer questions (S) • What’s in the parcel? (M) 	<p>Unit 3:</p> <p>Students have opportunities to develop understandings of: - Shape - recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes, identify 3D objects and describe the features of familiar 3D objects. - Number and place value - represent two-digit numbers, read and write two-digit numbers, partition two-digit numbers into place value parts, partition smaller numbers, consolidate familiar counting sequences, and explore the 3s counting sequence. - Patterns and algebra - infer pattern rules from familiar number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. - Fractions and decimals - describe fractions as equal portions or shares, represent halves and quarters of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, fourths and eighths, and solve simple number problems involving halves, fourths and eighths - Location and transformation - interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations and give directions, use simple maps to identify locations of interest.</p> <ul style="list-style-type: none"> • Consultation (M) • Samples of student work (M) 	<p>Unit 4:</p> <p>Students have opportunities to develop understandings of: - Number and place value: recall addition number facts, identify related subtraction number facts, describe part-part-whole relationships, solve addition and subtraction problems, add and subtract 2-digit numbers, represent multiplication, represent division, solve simple grouping and sharing problems - Money: describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes - Measurement: use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour, cover surfaces to represent area, compare area of shapes and surfaces, measure area with informal units.</p> <ul style="list-style-type: none"> • Adding and subtracting numbers – short answer questions (S) • Monitoring money (M) 	<p>Unit 5:</p> <p>Students have opportunities to develop understandings of: - Number and place value - count beyond 100, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers. - Fractions - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems. - Using units of measurement - compare and order objects, and measure length, area and capacity using informal units. Location and transformation - describe the effect of single-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations.</p> <ul style="list-style-type: none"> • Compare them! Order them! – short answer questions (S) • Share collections (M) 	<p>Unit 6:</p> <p>Students have opportunities to develop understandings of: • Number and place value - count to and from 1000, represent 3-digit numbers, compare and order 3-digit numbers, partition 3-digit numbers, read and write 3-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with 2-digit numbers, count large collections • Money and financial mathematics - count collections of coins and notes, make money amounts, read and write money amounts, compare money amounts • Shape - identify and describe polygons, identify and describe 2D shapes with curved sides, draw 2D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment • Using units of measurement - identify purposes for calendars, explore seasons and calendars of indigenous people.</p> <ul style="list-style-type: none"> • Count and compare (M) • Make it! Name it! Draw it! (M) • Secret Number - represent and reason about 3-digit whole numbers (S) 	<p>Unit 7:</p> <p>Students have opportunities to develop understandings of: • Patterns and algebra - describe number patterns, identify missing elements in number patterns identify and describe patterns created by skip counting, investigate features of number patterns resulting from adding twos, fives and 10s, solve problems using number sentences for addition and subtraction • Number and place value - recall addition number facts, identify related addition and subtraction facts, add and subtract with 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division • Data representation and interpretation - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays • Chance - explore the language of chance, make predictions based on data displays • Using units of measurement - directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute.</p> <ul style="list-style-type: none"> • Addition and subtraction number facts (M) • Solving addition and subtraction problems – short answer questions (S) • Statistics and probability checklist (M) 	<p>Unit 8</p> <p>Students have opportunities to develop understandings of: • Shape - draw two-dimensional shapes, describe three-dimensional objects • Fractions and decimals - identify halves, quarter and eighths of shapes and collections • Using units of measurement - directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute • Location and transformation - identify half and quarter turns, represent flips and slides • Number and place value- recall addition number facts, identify related addition and subtraction facts, add and subtract with 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division</p> <ul style="list-style-type: none"> • Addition and subtraction number facts (M) • Solving addition and subtraction problems (S) • Statistics and Probability checklist (M)
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SCIENCE	2	<p>Unit 1: Mix, make and use</p> <p>In this unit, students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students combine materials to make an object which has a purpose in everyday life.</p> <ul style="list-style-type: none"> • Investigate combining natural materials (M) • Investigation and scientific report – combining materials for a purpose – assignment/project (S) • Water resistance test (M) 	<p>Unit 2: Toy factory</p> <p>In this unit students investigate and explain how pushes and pulls cause movement in objects used in their daily lives. They pose questions, make predictions and describe the effect on movement caused by changes to an object, or to the push or pull exerted on the object. Students use informal measurements to make and compare observations about movement. They then apply this science knowledge to explain the pushes and pulls involved in moving a toy or object they create.</p> <ul style="list-style-type: none"> • Investigation – parachute (M) • Investigation – rolling toy (M) • Presentation – Toy design (S) 	<p>Unit 3: Good to grow</p> <p>In this unit, students examine how living things grow. They investigate and compare the life stages of different living things, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage, and consider the relevance of this knowledge to their everyday lives, including when caring for living things in the environment.</p> <ul style="list-style-type: none"> ▪ How does it grow? Storyboard of life stages – assignment/project (S) ▪ Storyboard of the stages of a plant (M) ▪ Storyboard on the life stages of an animal (M) ▪ Use of knowledge of life stages (M) 	<p>Unit 4: Save planet Earth</p> <p>In this unit, students investigate Earth's resources, describing changes to and reflecting on how Earth's resources are used and the importance of conserving resources for the future of all living things. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives.</p> <p>Students share their ideas about conservation of Earth's resources in an oral presentation. Students will learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p> <ul style="list-style-type: none"> • Earth's resources: Soil (M) • Earth's resources: Vegetation (M) • Earth's resources: Water at home (M) • Save planet Earth – oral (S)
	HISTORY	2	<p>Unit 1 Exploring the impact of changing technology on people's lives Inquiry question:</p> <ul style="list-style-type: none"> ▪ How have changes in technology shaped our daily life? <ul style="list-style-type: none"> • Collection of work - Changing technology. Students investigate continuity and change in an item of technology over time and explain how significant changes have impacted on daily life. (S) 		<p>Unit 2 Exploring the local community</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> ▪ What aspects of the past can you see today? What do they tell us? ▪ What remains of the past are important to the local community? Why? <p>Research - oral report Students research a significant site in the local community and explain what it reveals about the past and its importance today (S)</p>
GEOGRAPHY	2		<p>Unit 1 What is the story of my place?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on representations of the world as geographical divisions, and the location of Australia • understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another • develop questions about places • use a globe or a maps to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local scale (town, rural area or city), regional scale, national scale, or region of the world scale • use a globe, map or other geographical tool to locate and name the continents, oceans, Equator, and North and South poles • collect and record geographical data and information, such as observations, interviews, storybooks and photographs to identify examples of how places are defined by different groups and how they change over time • represent connections between places by constructing a map and using symbols • describe the location and direction of a place 		<p>Unit 2 How are people and places connected?</p> <p>In this unit, students:</p> <p>draw on studies of local places within Australia and other places throughout the world</p> <ul style="list-style-type: none"> • understand that a place is connected to other places, and people are connected to their place and places throughout the world • understand connections between places throughout the world are affected by distance and accessibility • pose questions about the connections between places using the stems of 'what do I feel', 'what would it be like to' or 'what effect' • collect and record geographical data and information, for example, a survey, to identify the ways and frequency of people's connections to other places in Australia, the countries of Asia, and across the world, and record • collect and record geographical data and information, such as the stories of Aboriginal peoples and Torres Strait Islander peoples, to identify reasons for people's connection to other places and its maintenance, for example, through birth, residence, heritage, and chosen or forced movement • compare the influence of purpose, distance and accessibility on connections between people and places over time • respond with ideas on how connections with a place often enable higher levels of care for a place. <p>Guided research - project To investigate a place in the world, including influences and connections (S)</p>

TECHNOLOGY	<p>2 Technology as a human endeavour Technology is part of our everyday lives and activities. •Products include artefacts, systems and environments. •Designs for products are influenced by purpose, audience and availability of resources.</p> <p>ASSESSMENT TASK Students will use artefacts and items from their environment to design a piece of art work.</p>	<p>Technology as a human endeavour Technology is part of our everyday lives and activities. •Technology and its products impact on everyday lives in different ways.</p>	<p>Information, materials and systems (resources) Resources are used to make products for particular purposes and contexts. •Resources have characteristics that can be matched to design requirements.</p>	<p>Information, materials and systems (resources) Resources are used to make products for particular purposes and contexts. •Simple techniques and tools are used to manipulate and process resources</p>
The Arts	<p>2 Visual Art Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.</p> <ul style="list-style-type: none"> • Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation. • Line is used to suggest movement and direction. • Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position. • Texture is used to create variation and repetition. <p>ASSESSMENT TASK Students will design their own piece of artwork (in technology lessons) using the printing techniques throughout the unit. They will demonstrate their skills and knowledge on warm and cool colour choices, regular, irregular and open shapes, the positioning of those shapes and the various textures to use in the creation.</p>	<p>Dance Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.</p> <ul style="list-style-type: none"> • Gross motor movements, including locomotors and non-locomotors, are used to create actions for movement phrases. • Directions, levels, shapes and pathways are used to move in space within movement phrases. • Fast and slow movements are used to change timing in movement phrases. • Percussive and sustained movement qualities are used to change energy in movement phrases. • Structuring devices, including repetition and narrative forms, are used to organise movement phrases 	<p>Media Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.</p> <ul style="list-style-type: none"> • Still and moving images, sounds and words are used in media texts. • Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts. • Representations in media texts can be either real or imagined, and are created for particular audiences and purposes. 	<p>Drama Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> • Role can be established using movement, voice, performance space, cues and turn-taking • Purpose and context are used to shape roles, language, place and space to express ideas. • Dramatic action is structured by being in role and building story dramas.
HPE	<p>2 Health Health is multidimensional and influenced by everyday actions and environments.</p> <ul style="list-style-type: none"> • The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings). • Health behaviours and choices are influenced by personal factors, people and environments. • Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety. • A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing. <p>ASSESSMENT TASK Students investigate and explore the special qualities of individuals, their personal characteristics, strengths and weaknesses.</p> <p>Refer to What's Special About You and Me</p> <p>Students demonstrate their understanding that identity is shaped by personal characteristics by:</p> <ul style="list-style-type: none"> • Creating a fact file • Designing a poster 		<p>Personal development Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.</p> <ul style="list-style-type: none"> • Identity is shaped by personal characteristics and experiences. • Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences. • Everyday experiences and relationships give rise to different emotions in self and others. <p>ASSESSMENT TASK Students explore how everyday health actions (e.g. washing hands, brushing teeth, taking a shower) can influence the dimensions of health and wellbeing of themselves and others. (Refer to Personal Hygiene Plan)</p> <p>Students demonstrate their understanding of personal hygiene by:</p> <ul style="list-style-type: none"> • Creating a poster • Doing an oral presentation • Writing a short information report 	

ENGLISH	3	<p>Unit 1: Analysing and creating a persuasive text</p> <p>In this unit students read, view and analyse digital and written persuasive texts. They complete a running record and reading comprehension and write short persuasive texts.</p> <ul style="list-style-type: none"> ▪ Persuasive writing (M) ▪ Running record and reading comprehension (M) 	<p>Unit 2: Investigating character</p> <p>In this unit students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read an extract from a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel.</p> <ul style="list-style-type: none"> ▪ Close reading of an extract – exam/test (S) ▪ Expressing a point of view (M) 	<p>Unit 3: Exploring personal experiences through events</p> <p>In this unit students read and listen to imaginative, informative and persuasive texts to identify the way authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning about a literary text. Students write a letter to persuade the school principal that an event should be celebrated at school.</p> <ul style="list-style-type: none"> ▪ Write a persuasive letter – written (S) 	<p>Unit 4: Exploring procedures</p> <p>In this unit students listen to, read, view and analyse informative and literary texts and create a spoken procedure between two characters.</p> <ul style="list-style-type: none"> ▪ Dialogue presentation – oral procedure (S) 	<p>Unit 5: Examining stories from different perspectives</p> <p>In this unit students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives.</p> <ul style="list-style-type: none"> ▪ Comprehending traditional stories (M) ▪ Retelling a story from a different perspective (M) 	<p>Unit 6: Creating online narratives</p> <p>In this unit students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the text structure, language choices and visual language features used to suit the context, purpose and audience. They create a multimodal imaginative text.</p> <ul style="list-style-type: none"> • Creating a multimodal text about overcoming a fear, using images and language features – poster/multimodal presentation (S). ▪ Reading comprehension – short answer questions (S) 	<p>Unit 7: Engaging with poetry</p> <p>In this unit, students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. They write and present a poem.</p> <ul style="list-style-type: none"> ▪ Writing and presenting poetry – oral (S) 	<p>Unit 8: Reading, responding to and writing people's stories</p> <p>In this unit students listen to, read, view, write and create a range of informative and imaginative texts set in the past about people and their experiences. They complete a running record about a famous Australian and write a series of letters demonstrating use of text structure and language features of letters.</p> <ul style="list-style-type: none"> ▪ Collection of letters (M) ▪ Running record (M)
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Unit 1:

Students have opportunities to develop understandings of:
 - Number and place value - counting to 1000 and beyond, investigating the 2s, 3s, 5s and 10s number sequences, identifying odd and even numbers, representing 3-digit numbers, comparing and ordering 3-digit numbers, partitioning numbers (standard and non-standard), matching number representations, adding and subtracting 2-digit and 3-digit numbers
 - Using units of measurement - interpreting and using a calendar, telling time to 5 minute intervals, measuring length with non-standard units, representing a metre, measuring with metres.

- **Adding and subtracting 2-digit and 3-digit numbers (M)**
- **Telling time (M)**

Unit 2:

Students have opportunities to develop understandings of:
 - Number and place value - recalling multiplication number facts and related division facts, representing multiplication and division, doubling 2-digit numbers, solving simple multiplication and division problems, recalling addition number facts and related subtraction facts, adding and subtracting 2-digit and 3-digit numbers
 - Data representation and interpretation - collecting data (by observing events, asking questions, conducting experiments), recording data in lists and tables, displaying data as a picture or simple column graph, describing outcomes of data investigations
 - Chance - identifying every day events that involve chance, conducting chance experiments, describing the outcomes of chance experiments, identifying variations in the results of chance experiments
 - Measurement - identifying the need for standard units, representing one metre, measuring in metres

- **Conduct a chance experiment – short answer questions (S)**
- **Who’s been walking here? Inquiry (M)**

Unit 3:

Students have opportunities to develop understandings of:
 - Shape - identify 3D objects; describe the features of familiar 3D objects; make models of 3D objects
 - Number and place value - represent 3-digit numbers; compare and order 3-digit numbers; read and write 3-digit numbers; partition 3-digit numbers into place value parts; consolidate familiar counting sequences; identify odd and even numbers; recall multiplication facts; represent multiplication and division
 - Patterns and algebra - infer pattern rules from familiar number patterns; identify missing elements in counting patterns
 - Fractions and decimals - describe fractions as equal portions or shares; represent halves, quarters and eighths of shapes and collections; represent thirds of shapes and collections; describe the connection between halves, fourths (quarters) and eighths; solve simple number problems involving fractions

- **Number patterns and properties (M)**

Unit 4 :

Students have opportunities to develop understandings of:
 • Number and place value - represent 3-digit numbers, partition 3-digit numbers, investigate 1000, count to and beyond 1000, add and subtract 2-digit and 3-digit numbers, solve addition and subtraction word problems
 • Location - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map
 • Geometric reasoning - identify angles in real situations, construct angles with materials, compare the size of familiar angles in everyday situations
 • Money - count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.

- **Ways with money (M)**
- **Where is it? –short answer questions (S)**

Unit 5 :

Students have opportunities to develop understandings of:
 • Number and place value — count in sequences beyond 1000, represent and partition 4-digit numbers, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication situations, recall multiplication number facts, identify related division number facts
 • Money and financial mathematics — represent money amounts in different ways, count collections of coins and notes, choose appropriate coins and notes for shopping situations, calculate change and simple totals
 • Fractions and decimals — represent unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths
 • Location and transformation — identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and nonsymmetrical

- **Classifying shapes in the environment (M)**
- **eAssessment: Money Year 3 (M)**
- **Multiplication Fair – assignment/project (S)**

Unit 6 :

Students have opportunities to develop understandings of:
 • Using units of measurement - measure using metres, compare, order and measure the mass of objects, measure the mass of familiar objects using kilograms, say, read, write and show times (to 5 minute intervals), tell time to the minute
 • Patterns and algebra - identify and describe number patterns involving 3-digit numbers, identify and continue patterns resulting from addition and subtraction
 • Number and place value - recall addition and subtraction number facts, add and subtract with multiples of 10 and 100, add and subtract two-digit and three-digit numbers, add two-digit numbers using a written strategy.

- **Measurement and scavenger hunt – assignment/project (S)**

Unit 7 :

Students have opportunities to develop understandings of:
 • Number and place value- recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, double and halve 2-digit and 3-digit numbers, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems
 • Shape - identify and name familiar 3D objects, describe geometric features of 3D objects based on their features, make models of 3D objects
 • Fractions and decimals - identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions
 • Data representation and interpretation - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays
 • Chance - explore the language of chance, make predictions based on data displays

- **Solving problems involving fractions (M)**
- **Solving addition and subtraction word problems (M)**
- **Solving multiplication problems – short answer questions (S)**

Unit 8 :

Students have opportunities to develop understandings of:
 • Number and place value- recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts
 • Money and financial mathematics-representing money values in multiple ways, counting the change required for simple transactions to the nearest five cents
 • Using units of measurement- measure, order and compare objects using familiar metric units of length, mass and capacity, tell time to the minute and investigate the relationship between units of time
 • Location and transformation - create and interpret simple grid maps to show position and pathways, identify symmetry in the environment
 • Geometric reasoning-Identify angles as measures of turn and compare angle sizes in everyday situations

SCIENCE	3	Unit 1: Is it living? Students justify groupings of living and non-living things according to observable features and recognise once-living things. Students investigate the diversity of living and non-living things in their local environment and recognise the use of this knowledge in their lives. <ul style="list-style-type: none"> Collection of work – science journal entries, portfolio (S) Examining once-living – sorting living/non-living/once-living (M) Investigating what it means to be living – Observing living things (M) Investigating what it means to be living – Recognising multiple views about 'living' (M) 	Unit 2: Spinning Earth In this unit students will demonstrate their knowledge of the Earth's rotation on its axis in relation to the position of the Sun to suggest explanations for everyday observations. The everyday observations include shadows, day and night and length of days. Students will make predictions using their prior experiences and collect and present data to help answer questions. Students will examine uses of these everyday observations of the relationship between the Sun, Moon, Earth and time, in various cultures. <ul style="list-style-type: none"> Comparing the Earth, Moon and Sun (M) Investigating shadows – poster/multimodal presentation Students investigate changes in shadows to explain movement of the Earth and resultant regular changes (s) Student self-assessment – Investigating the effects of the Earth's movement on day and night (M) 	Unit 3: Hot stuff In this unit, students explore ways by which heat is produced such as the Sun, rubbing, electricity and chemically (burning). Students will also study the behaviour of heat as it moves from one object to another. Students use thermometers to measure their observations of heat and adhere to safety practices while conducting investigations of heat. Students use knowledge of the behaviour of heat to explain everyday occurrences and consider how this knowledge impacts on everyday actions. <ul style="list-style-type: none"> Changing heat – Absorbing heat (M) Changing heat – keeping the chocolate hot (M) Keep Drinks Cooler scientific report – written (S) Producing heat – Heating water (M) 	Unit 4: What's the matter? In this unit, students will investigate the properties of solids and liquids and the effect of adding or removing heat, including a change of state between solid and liquid. They will explore how science is involved in making decisions and how it helps people to understand the effect of their actions. Students will evaluate how adding or removing heat affects materials used in everyday life. They identify that science is involved in describing patterns and relationships in the way solids and liquids behave. They will recognise that Aboriginal peoples and Torres Strait Islander peoples traditionally used knowledge of solids and liquids in their everyday lives. <ul style="list-style-type: none"> Investigation: How do properties of liquids change when we take heat away? (M) Investigation: How does temperature affect how ice changes state? (M) Material station observations (M) Solids and liquids – exam/test (S) 	
	HISTORY	3	Unit 1 Investigating celebrations, commemorations and community diversity Inquiry questions: <ul style="list-style-type: none"> How and why do people choose to remember significant events of the past? What is the nature of the contribution made by different groups and individuals in the community? Collection of work – Assignment/project : sequencing, source study and historical narrative (S)		Unit 2 Exploring change and continuity in local communities Inquiry questions: <ul style="list-style-type: none"> Who lived here first and how do we know? How has our community changed? What features have been lost and what features have been retained? Assignment – Brochure. Students create a brochure about continuity and change in the local area following the process of historical inquiry.	
	GEOGRAPHY	3		Unit 1 Exploring similarities and differences in places near and far In this unit, students: <ul style="list-style-type: none"> draw on studies at the local scale, including representations of Australia and the location of Australia's neighbouring countries understand the different climate types and their influence on the characteristics of places review unit inquiry questions recognise that a 'place' is a form of bounded space with each place having a location on the surface of the Earth recognise places important to Aboriginal peoples and Torres Strait peoples and how they are represented collect and record data and information to identify similarities and differences between the climates of different places identify the environmental and human characteristics of schools in Australia and Australia's neighbouring countries using sources such as photographs, stories and maps interpret representations of places, for example, a globe, wall or atlas map, or digital application, and recognise their purpose, information provided, and use of cartographic conventions represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries		Unit 2 Protecting places near and far In this unit, students: draw on studies at the local scale in Australia and its neighbouring countries <ul style="list-style-type: none"> recognise the interconnections between people and places collect and record data and information to identify the influence of climate, settlement and demographic characteristics on the way people live in selected places of significance understand that as a visible characteristic of a place, climate is an important contributor to the identity of a place, and influences how and where people live pose simple geographical questions for investigating places of significance and collect information from different sources to answer these questions, including interviews and surveys recognise that people have different perceptions of places and how this influences views on the protection of place interpret data and information to identify similarities and differences and draw conclusions present findings, using geographical terms reflect on their learning to propose individual action about protecting and improving a selected place of significance suggest action to protect and improve selected places of significance. Research (Written – Project) Students will recognise that people have different perceptions of places and how this influences views on the protection of places. (S)

TECHNOLOGY	<p>3 Technology as a human endeavour Technology is part of our everyday lives and activities. •Products include artefacts, systems and environments. •Designs for products are influenced by purpose, audience and availability of resources. •Technology and its products impact on everyday lives in different ways.</p> <p>ASSESSMENT TASK Students will design and create their own artifact / shield that represent and symbolize their unique self. They will use various products from their environment and available resources.</p>	Information, materials and systems (resources) Resources are used to make products for particular purposes and contexts. •Resources have characteristics that can be matched to design requirements. • Simple techniques and tools are used to manipulate and process resources.		
The Arts	<p>3 Visual Art Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.</p> <ul style="list-style-type: none"> • Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation. • Line is used to suggest movement and direction. • Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position. • Texture is used to create variation and repetition. <p>ASSESSMENT TASK Students will investigate the elements of 2D and 3D objects, colour and design when investigating Aboriginal and Torres Straight Islander Art work; they will use line and texture to create a replica artefact.</p>	<p>Dance Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.</p> <ul style="list-style-type: none"> • Gross motor movements, including locomotors and non-locomotors, are used to create actions for movement phrases. • Directions, levels, shapes and pathways are used to move in space within movement phrases. • Fast and slow movements are used to change timing in movement phrases. • Percussive and sustained movement qualities are used to change energy in movement phrases. • Structuring devices, including repetition and narrative forms, are used to organise movement phrases 	<p>Media Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.</p> <ul style="list-style-type: none"> • Still and moving images, sounds and words are used in media texts. • Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts. • Representations in media texts can be either real or imagined, and are created for particular audiences and purposes. 	<p>Drama Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> • Role can be established using movement, voice, performance space, cues and turn-taking • Purpose and context are used to shape roles, language, place and space to express ideas. • Dramatic action is structured by being in role and building story dramas.
HPE	<p>3 Health Health is multidimensional and influenced by everyday actions and environments.</p> <ul style="list-style-type: none"> • The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings). • Health behaviours and choices are influenced by personal factors, people and environments. • Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety. • A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing. <p><u>Assessment Task</u></p> <p>Students carry out an investigation into lunches and identify healthy foods using “Smart Choices”. (Refer to The Great Tuckshop Challenge)</p> <p>Students demonstrate their understanding of a balanced diet by:</p> <ul style="list-style-type: none"> • Planning and cooking a healthy meal using ‘Smart Choice’ ingredients. • Writing a recipe for a ‘Smart Choice’ meal. • Creating a ‘Smart Choices’ menu 	<p>Personal development Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.</p> <ul style="list-style-type: none"> • Identity is shaped by personal characteristics and experiences. • Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences. • Everyday experiences and relationships give rise to different emotions in self and others. <p>Students analyse a transport scene to identify dangerous behaviours. They identify possible risks and harms and suggest alternative behaviours that would minimise risks to themselves and others. (Refer to Transport Safety)</p> <p>Students select a road rule which is relevant to them and demonstrate the possible risks associated with not following the rule by:</p> <ul style="list-style-type: none"> • Creating a short video • Designing a brochure • Writing a comic strip 		

UNIT 1: Investigating author's language in a familiar narrative

In this unit, students listen to, view and read simple chapter books to explore the use of descriptive language in the construction of character. They also examine and analyse the language features and techniques used by the author. Through a written response or creation of a new chapter, trick or plan, students develop alternative behaviours and actions for a character

- **Reading comprehension: Yr 3 and Yr 4 - How do authors and illustrators use language to make stories interesting (M)**
- **Explanation of a new trick or cunning plan – Yr 3 (M)**
- **Writing a new chapter - Yr 4 (M)**

UNIT 2: Creating persuasive articles

In this unit, students read, view and analyse digital, written and spoken persuasive texts. They use their growing knowledge of literature and language to write a persuasive magazine article.

- **Written - Creating a persuasive text for a magazine article Yr 3 and Yr 4 (S)**

UNIT 3: Investigating Characters

In this unit students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel and present a multimodal presentation to the class.

- **Poster/multi-modal presentation - Yr 3 and Yr 4 - Multimodal response to a narrative (S)**

UNIT 4: Exploring Australian texts set in the past

In this unit students listen to, read and view informative and literary recounts, set during the time of the arrival of the First Fleet to Australia. They write a literary recount set in the past from the perspective of a person present at that time and place.

- **Written -Yr 3 and Yr 4 Literary recount (S)**

UNIT 5: Examining traditional stories

In this unit students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, responding in writing to comprehension questions and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.

- **Written - Yr 3 and Yr 4: Traditional story (S)**

UNIT 6: Examining humour in poetry

In this unit students identify and analyse the literary devices of humour used in poetry by different authors. They create a humorous poem and present it to a familiar audience in an informal context.

- **Creating and reciting humorous poetry – Students will write and present a humorous poem. Yr 3 and Yr 4 (S)**
- **Reading comprehension Students will interpret and evaluate a humorous poem for its characteristic features – Yr 3 and Yr 4 (S)**

UNIT 7: Exploring personal experiences through events

In this unit students read and listen to imaginative, informative and persuasive texts to identify the way authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning about a literary text. Students prepare a speech to persuade the class about an issue of special interest to them.

- **Oral - Multilevel Yr 3 and Yr 4 persuasive speech (S)**

UNIT 8: Exploring a quest novel

In this unit, students read and analyse a quest novel. In the assessment task, students post comments and respond to others' comments in a discussion board (blog) to demonstrate understanding of the quest novel.

- **Online discussion posts Yr 3 and Yr 4 Written - Exploring a quest novel (S)**

Unit 1Year 3

- Using units of measurement (UUM) - interpret and use a calendar, tell time to 5-minute intervals, measure length with non-standard units, represent a metre, measure with metres, select units to measure and compare lengths, identify the need for standard units, represent one metre, measure in metres
- Number and place value (NPV) - count to 1 000, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), match number representations, recall addition facts, add 2-digit numbers, represent and solve addition problems, represent multiplication and division, solve simple problems involving multiplication and division, recall multiplication number facts, double 2-digit numbers, recall addition number facts and related subtraction facts, add 2-digit and single-digit numbers, add and subtract 2-digit and 3-digit numbers
- Data representation and interpretation (DRI) - collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations
- Chance (C) - identify everyday events that involve chance, conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments.

Year 4

- Number and place value (NPV) - make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks
- Fractions and decimals (FD) - communicate sequences of simple fractions
- Using units of measurement (UUM) - use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths
- Patterns and algebra (PA) - use properties of numbers to continue patterns
- Chance (C) - compare dependent and independent events, describe probabilities of everyday events
- Data representation and interpretation (DRI) - collect and record data, communicate information using graphical displays and evaluate the appropriateness of different
- **Conduct a chance experiment (Yr 03) Short answer questions (S)**
To collect and interpret data from simple chance experiments.
- **Knowing numbers (Yr 04) Short answer questions (S)**
To describe and complete number patterns, find unknown quantities, recall multiplication and division facts and complete calculations.
- **Solving addition and subtraction problems (Yr 03) Short answer questions (S)**
To identify and recognise the connection between additive concepts and solve problems using a range of strategies.
- **What are the chances? (Yr 04) Short answer questions (S)**
To identify dependent and independent events and explain the chance of everyday events occurring

Unit 2Year 3

- Shape (S) - identify and describe the features of familiar three-dimensional objects, make models of 3D objects
 - Number and place value (NPV) - represent 3-digit numbers; compare and order 3-digit numbers; partition 3-digit numbers into place value parts; use place value to add and subtract numbers; consolidate familiar counting sequences; investigate odd and even numbers; recall multiplication number facts; represent multiplication and division; double and halve multiples of ten; solve simple problems involving multiplication and division; represent, compare and order 3-digit numbers; partition 3-digit numbers; investigate 1000; count to and beyond 1000; add and subtract 2-digit and 3-digit numbers; solve addition and subtraction word problems
 - Patterns and algebra (PA) - infer pattern rules from familiar number patterns; identify and continue additive number patterns; identify missing elements in number patterns
 - Fractions and decimals (FD) - describe fractions as equal portions or shares; represent halves, quarters and eighths of shapes and collections; represent thirds of shapes and collections; describe the connection between halves, fourths (quarters) and eighths; solve simple number problems involving fractions
 - Location and transformation (LT) - represent positions on a simple grid map; show full, half and quarter turns on a grid map; describe positions in relation to key features; represent movement and pathways on a simple grid map
 - Geometric reasoning (GR) - identify angles in real situations; construct angles with materials; compare the size of familiar angles in everyday situations
 - Money and financial mathematics (MFM) - count collections of coins and notes; make and match equivalent combinations; calculate change from simple transactions; solve a range of simple problems involving money
- Year 4
- Number and place value (NPV) - read 5-digit numbers; identify and describe place value in 5-digit numbers; partition numbers using place value partitions; make connections between representations of 5-digit numbers; compare and order 5-digit numbers; identify odd and even numbers; make generalisations about the properties of odd and even numbers and make generalisations about adding, subtracting, multiplying and dividing odd and even numbers; identify sequences created from multiplying by 10, 100 and 1 000; continue number sequences; revise informal recording methods and strategies used for calculations and make generalisations about the sequences, and apply mental and written strategies to computation; solve addition and subtraction problems; consolidate multiplication problems; use appropriate strategies to solve problems

- **Counting, comparing and partitioning numbers (Yr 03) Short answer questions (S)**
To count to and from 10 000, recognise and order numbers, and apply place value to partition, rearrange and regroup numbers.
- **Legend land (Yr 04) Short answer questions (S)**
To interpret, create and describe information contained in simple maps
- **Measurement and location mathematical guided inquiry questions (Yr03) Written (S)**
To use simple strategies to reason and solve inquiry questions.
- **Number and location mathematical guided inquiries (Yr 04) Written (S)**
To use simple strategies to reason and solve number and location inquiry questions.
- **Using odd and even numbers (Yr 04) Short answer questions (S)**
To use the relationships between the four operations and odd and even numbers.

Unit 3Year 3

- Number and place value: count in sequences beyond 1 000; represent and partition four-digit numbers; use place value to add (written strategy); represent multiplication as arrays and repeated addition; identify part-part-whole relationships in multiplication situations; recall addition, subtraction and multiplication number facts; identify related division number facts; add and subtract with multiples of 10 and 100; add and subtract two- and three-digit numbers
 - Money and financial mathematics: represent money amounts in different ways; count collections of coins and notes; choose appropriate coins and notes for shopping situations; calculate change and simple totals
 - Fractions and decimals: represent unit fractions of shapes and collections; represent familiar unit fractions symbolically; solve simple problems involving, halves, thirds, quarters and eighths
 - Location and transformation: identify examples of symmetry in the environment; fold shapes and images to show symmetry; classify shapes as symmetrical and nonsymmetrical
 - Using units of measurement: measure using metres; compare, order and measure the mass of objects; measure the mass of familiar objects using kilograms; say, read, write and show times (to five-minute intervals); tell time to the minute
 - Patterns and algebra - identify and describe number patterns involving three-digit numbers; identify and continue patterns resulting from addition and subtraction
- Year 4
- Number and place value: model and interpret number representations; sequence number values; apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division; develop fluency with multiplication fact families; represent fractions as decimals; apply mental and written computation strategies; recall multiplication and division facts; apply place value to partition and regroup numbers to assist calculations
 - Money and financial mathematics: represent, calculate and round amounts of money required for purchases and change
 - Fractions and decimals: partition to create fraction families; identify, model and represent equivalent fractions; count by fractions; solve simple calculations involving fractions with like denominators

- **Classifying shapes in the environment (Yr 03) (M)**
Students consider a collection of images (A4 page) depicting familiar shapes and objects in the school ground environment.
They:
 - cut the images from the sheet
 - sort the images according to their symmetrical properties
 - draw lines of symmetry where appropriate
 - explain their method/s for judging symmetry.
- **eAssessment: Money (Yr 03) (M)**
Students will complete an online task to demonstrate their ability to represent money combinations, select appropriate coins and notes and calculate change.
- **Fraction fit (Yr 04) Short answer questions (S)**
To apply fraction understanding to represent fraction families and equivalent fractions and to solve simple fraction problems.
- **Marvellous measurement (Yr 04) Short answer questions (S)**
To compare areas of regular and irregular shape using informal units. To use scaled instruments to measure temperature, length, shape and objects.
- **Measurement scavenger hunt (Yr 03) Assignment/Project (S)**
To measure objects using familiar metric units of length, mass and capacity.
- **Multiplication Fair (Yr 03) Assignment/Project (S)**
To represent multiplication and solve multiplication problems using a range of strategies.

Unit 4Year 3

- Number and place value - recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, double and halve 2-digit and 3-digit numbers, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems
 - Shape - identify and name familiar 3D objects, describe geometric features of 3D objects, sort 'like groups' of 3D objects based on their features, make models of 3D objects
 - Fractions and decimals - identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions
 - Data representation and interpretation - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays
 - Chance - explore the language of chance, make predictions based on data displays
 - Money and financial mathematics - representing money values in multiple ways, counting the change required for simple transactions to the nearest five cents
 - Using units of measurement - measure, order and compare objects using familiar metric units of length, mass and capacity, tell time to the minute and investigate the relationship between units of time
 - Location and transformation - create and interpret simple grid maps to show position and pathways, identify symmetry in the environment
 - Geometric reasoning - Identify angles as measures of turn and compare angle sizes in everyday situations.
- Year 4
- Fractions and decimals - count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths)
 - Chance - describe the likelihood of everyday chance events, order events on a continuum
 - Data representation and interpretation - write questions to collect data, collect and record data, display and interpret data

- **Data analysers (Yr 04) Written (S)**
To define the different methods for data collection and representation, and evaluate their effectiveness.
Construct data displays from given or collected data.
- **Deadly decimals (Yr 04) Short answer questions (S)**
To demonstrate and explain the connections between fractions and decimals (to hundredths).
- **Monitoring opportunity - Solving problems involving fractions (Yr 03) (M)**
Students solve simple problems involving fractions in a range of contexts.
- **Solving addition and subtraction word problems (Yr 03) (M)**
Recalling addition and related subtraction facts. Solving addition and subtraction problems.
- **Solving problems involving multiplication (Yr 03) Short answer questions (S)**
To solve problems using efficient strategies for multiplication.

3/4

Unit 1 Life and living

In this unit students describe observable features and use these to classify living and non-living things. Students will investigate life cycles. They will make predictions about human impact on living things and examine relationships between living things and their dependence on the environment. Students predict the effect of changes on living things and possible consequences to species survival.

- **Collection of Work - Year 3 Science Journal Entries Portfolio (S)**
To investigate living and non-living things and communicate the grouping of living things based on observable features.
- **Collection of Work - Year 4 Science Journal Entries Portfolio (S)**
To understand the impact of natural and human activity on the life cycle of living things and describe human actions
- **Student response to activity - Collecting and grouping living, non-living and once-living (Yr 03, 04) (M)**
Students will demonstrate their understanding and skill to:
 - Identify observable features
 - Form and label groups
 - Justify groups based on observable features
 - Communicate ideas and findings
- **Student response to activity - Comparing life cycles of animals and plants (Yr 03, 04) (M)**
Students will demonstrate their understanding and skill to:
 - Identify life cycles as ongoing from generation to generation
 - Recognise all living things have life cycles
 - Identify life cycles as associated with having young and growing
 - Describe stages of life cycles
 - Communicate ideas and findings
- **Student response to activity - Investigating endangered species (Yr 03,04) (M)**
Students will demonstrate their understanding and skill to:
 - Describe life cycles
 - Describe importance of suitable habitats
 - Outline impact of conditions of habitat on life cycle
 - Identify impact of actions of humans on the endangered species
 - Communicate ideas and findings

Unit 2 Properties matter

In this unit students will investigate the properties of solids and liquids, including the effect of adding and removing heat. Students will evaluate how adding and removing heat affects materials in everyday life. Students investigate a range of properties of familiar materials and consider how these influence their selection and use.

- **Properties affecting the use of ochres - (Yr 04) Written (S)**
Students plan, conduct, evaluate and report on an investigation into the properties of ochre and apply this knowledge to real life situations.
- **Solids and liquids - (Yr 03) Written (S)**
Students investigate and explain how solids and liquids change state.

Unit 3 Rockin' the Earth and sky

In this unit students will demonstrate their knowledge of Earth's rotation on its axis in relation to the position of the Sun to suggest explanations for everyday observations, including shadows, day and night, and length of days. Students will make predictions using their prior experiences and collect and present data to help answer questions. They will explore natural processes and human activity which cause weathering and erosion of the Earth's surface. Students will relate this to their local area and predict how natural processes and human activity may affect future erosion. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

Yr 3 Shadow Investigation (M)

Monitor how well students:

- plan an investigation
- record data
- represent data clearly
- communicate their ideas and findings.

Yr 3 Spinning Earth Quiz (M)

Monitor how well students:

- understand the observable features of the Earth
- draw a diagram of Earth's movement around the sun
- understand the cause of night and day
- understand which daily activities are affected by night and day
- understand how Indigenous peoples used night and day in their traditional lifestyles
- communicate their ideas and findings.

Yr 3 The sun, the Earth and us - Multi-modal presentation (S)
Students will explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and how people use knowledge of the movement of the Earth in their lives.

Yr 4 Exploring geological processes - Analysis of soil samples (M)

Check students responses to gauge their capacity to:

- Classify/identify characteristics of different soils
- Record observations
- Complete an annotated diagram
- Communicate findings using scientific language

Year 4 Soil erosion investigation Assignment/Project (S)
To describe the natural processes and human activity that cause changes to the Earth's surface. To plan, conduct and report on an investigation of the erosion process. Apply science understandings to formulate control strategies in real life situations.

Unit 4 Physics Phenomena

In this unit students in the multi-level classroom will learn about the physical sciences through the unifying context of a sporting event. Students will use the context of assisting a character in the organisation of the sporting event and complete investigations and activities to investigate the ways heat is produced and transferred, and to understand how objects are affected by contact and non-contact forces. Students will investigate how heat is produced and the behaviour of heat when it transfers from an object or area to another. They will identify that heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer. Students will identify that heat transfers from warmer areas to cooler areas. They will consider everyday questions about heat and conduct a range of investigations to solve them. Students will plan and conduct investigations about heat and heat transfer, and will collect data safely using appropriate equipment to record formal measurements. They will represent their data in tables and simple column graphs to identify trends and explain their results and reflect on the fairness of their investigations. Students will identify the importance of science investigations to respond to questions. Students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games. Games will be completed safely in order to collect data so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.

Planning in this unit is closely related to Year 3 unit 3 'Hot Stuff' and Year 4 unit 4 'Fast Forces'. Lesson plans from those units would be of worth in supporting learning in this unit.

Physics phenomena - Heat it up (Yr 03) Assignment/Project (S)

To use knowledge of materials and the behaviour of heat to explain observations and to identify that science uses investigations to answer questions. To follow investigation procedures to collect quantitative data, to represent data and consider fairness of the investigation.

Physics phenomena - Forces (Yr 04) Collection of Work (S)

To investigate how forces can be exerted on an object by either contact or non-contact forces and to communicate findings based on data collected.

3/4

Unit 1 Exploring change and development

The key inquiry questions guiding this unit are:

For Year 3:

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?

For Year 4:

- What was life like for Aboriginal peoples and/or Torres Strait Islander peoples before the arrival of the Europeans?
- What was the nature and consequence of contact between Aboriginal peoples and/or Torres Strait Islander peoples, and early traders, explorers and settlers?

In this unit, students will:

- locate information in sources to discover who were the first people to live in Australia
- locate information in sources to investigate the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples
- research aspects of life in Queensland to identify continuity and change over time
- explore the diversity and longevity of Australia's first peoples
- recognise the ways Aboriginal peoples and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies)
- investigate the implications of this connection to Country and Place for the daily lives of Aboriginal peoples and/or Torres Strait Islander peoples
- investigate the effects of interactions and contact between Aboriginal peoples and/or Torres Strait Islander peoples and others, including Macassan traders and Europeans.
- **Year 3 Research - Historical inquiry (Yr 03) Assignment/Project (S)**
Students explain how a community changed in the past.
- **Year 4 Research - Historical inquiry (Yr 04) Assignment/Project (S)**
Students will describe the experiences of the Eora peoples, identifying aspects of the past that remained the same over time.

Unit 2 Exploring change and development

The key inquiry questions guiding this unit are:

For Year 3:

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- **Year 3 Research - Historical inquiry (Yr 03) Assignment/Project (S)**
Students explain how a community changed in the past.
- **Year 4 Research - Historical inquiry (Yr 04) Assignment/Project (S)**
Students will describe the experiences of the Eora peoples, identifying aspects of the past that remained the same over time.

Unit 1 Exploring similarities and differences in environments and places

In this unit, students will draw on studies at the local scale, including representations of Australia and the location of Australia's neighbouring countries, understand the different climate types and their influence on the characteristics of places and review unit inquiry questions. They will recognise that a 'place' is a location on the surface of the Earth and that Place and Country are important to Aboriginal peoples and Torres Strait peoples. Students will record data and information to identify similarities and differences between the climates of different places.

Further to this, students will identify the natural and human characteristics of places in Australia and Australia's neighbouring countries using sources such as photographs maps and the internet; interpret representations of places, for example, through a globe, wall or atlas map, or digital application; and recognise their purpose. They will use the information provided to represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point. They will identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries.

Students will build on their mental map of the world and their understanding of place with a focus on Africa and South America. Students investigate the types of natural vegetation and native animals on both these continents. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The interconnections between people and environment are examined by exploring the importance of environments to animals and people and how places are characterised by their environments. Students will identify and compare the characteristics of places, including the types of natural vegetation and native animals. Students will interpret geographical information and data to identify different views on how the environments should be protected, and form conclusions.

- **Collection of work - Year 3 (Yr 03) Portfolio (S)**
To demonstrate an understanding of the similarities and differences between characteristics of places at a local scale and to represent data.
- **Collection of work - Exploring environments and places (Yr 04) (S)**
In a three part assessment task, under supervised conditions, students will demonstrate an understanding of location and characteristics of place at a national scale and represent and interpret data.

Unit 2 Protecting and using places more sustainably

In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: Geography

Year 3:

- How do people's feelings about places influence their views about the protection of places?
- How and why are places similar and different?

Year 4:

- How do different views about the environment influence approaches to sustainability?
- How can people use places and environments more sustainably?

In this unit, students:

- draw on studies at the local scale in Australia and its neighbouring countries
- recognise the interconnections between people and places
- analyse how people use and are influenced by environments
- collect and record data and information to identify the influence of climate, settlement and demographic characteristics on the way people live in selected places of significance
- understand that as a visible characteristic of a place, climate is an important contributor to the identity of a place and influences how and where people live
- pose simple geographical questions for investigating places of significance and collect information from different sources to answer these questions including interviews and surveys

- **Year 3 Research task (Yr 03) Assignment/Project (S)**
Students will recognise that people have different perceptions of places and how this influences views on the protection of places.
- **Year 4 Research task (Yr 04) Assignment/Project (S)**
Students conduct an inquiry to investigate ways in which waste is managed in the local area and how individuals can manage waste more sustainably.

4	<p>Unit 1: Investigating author's language in a familiar narrative.</p> <p>In this unit, students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.</p> <ul style="list-style-type: none"> • Create an imaginative new chapter for a book (S) 	<p>Unit 2: Examining humour in poetry</p> <p>In this unit, students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing personal viewpoints using evidence from the poems. The assessment is a reading comprehension task in which students will identify structural features and poetic language devices in a humorous poem. They will interpret and evaluate how effective these are in creating a humorous poem.</p> <ul style="list-style-type: none"> • Reading comprehension- interpret and evaluate a humorous poem for its characteristic features – exam/test (S) 	<p>Unit 3: Examining traditional stories from Asia</p> <p>In this unit students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.</p> <ul style="list-style-type: none"> • Write a traditional story which includes a lesson or message for a younger audience (S) 	<p>Unit 4: Understanding Aboriginal peoples' and Torres Strait Islander peoples' stories.</p> <p>In this unit, students listen to, read and view information and stories from Indigenous peoples' histories and cultures. They demonstrate an understanding of the stories by responding in speaking and writing identifying language features, ideas, relationships and messages in the stories. The Holistic Planning and Teaching Framework is used to support the understanding of the stories. In the assessment task, students create an informative multimodal presentation providing information and views on a selected story from Aboriginal peoples' or Torres Strait Islander peoples' history and culture.</p> <ul style="list-style-type: none"> • Create and deliver an informative multimodal presentation about an Aboriginal peoples' or a Torres Strait Islander peoples' story (S) 	<p>Unit 5: Exploring recounts set in the past</p> <p>In this unit students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There are two monitoring tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was around at the time of January 1788. This unit complements Year 4 History Unit 1.</p> <ul style="list-style-type: none"> • Comprehending historical recounts (M) • Exploring recounts set in the past – spoken presentation (M) • Spoken presentation (M) 	<p>Unit 6: Exploring a quest novel</p> <p>Students read and analyse a quest novel. In the first assessment task, students post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. In the second assessment task, students write a short response explaining how the author represents the main character in an important event in the quest novel.</p> <ul style="list-style-type: none"> • Online discussion posts – written (S) • Written response (S) 	<p>Unit 7: Examining persuasion in advertisements</p> <p>In this unit students listen to, read and view a range of still and moving image advertisements from different times which target children. These advertisements are predominantly toy advertisements from magazines, television and websites. Students will demonstrate an understanding of the use of language features and techniques, visual elements in composition and audio effects in the advertisements to persuade the target audience.</p> <ul style="list-style-type: none"> • Examining persuasion in advertisements. Listening and viewing comprehension (S) • Panel discussion – advertisement that targets children (M) 	<p>Unit 8: Examining persuasion in product packaging</p> <p>In this unit, students read and view a range of product packaging. Students demonstrate an understanding of the persuasive language and visual techniques used in breakfast cereal packaging, by responding to the Assessment task - Reading and viewing.</p> <ul style="list-style-type: none"> • Reading and viewing comprehension – exam/test (S) • Design breakfast cereal packaging and write persuasive text (M)
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Unit 1:	Unit 2:	Unit 3:	Unit 4:	Unit 5:	Unit 6:	Unit 7:	Unit 8:
<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value – making connections between representations of numbers, partitioning and combining numbers flexibly, recalling multiplication tables, formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, generalising from number properties and results of calculations and deriving strategies for unfamiliar multiplication and division tasks. • Fractions and decimals – communicating sequences of simple fractions • Using units of measurement – using appropriate language to communicate times, comparing time durations and using instruments to accurately measure lengths <ul style="list-style-type: none"> • Consultation (M) • Monitoring number task (M) • Observation (M) • Samples of student work (M) 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value – making connections between representations of numbers; partitioning and combining numbers flexibly; recalling multiplication tables; formulating, modelling and recording authentic situations involving operations; comparing large numbers with each other; generalising from number properties and results of calculations and deriving strategies for unfamiliar multiplication and division tasks. • Patterns and algebra – using properties of numbers to continue patterns • Chance – comparing dependent and independent events; describing probabilities of everyday events. • Data representation and interpretation – collecting and recording data; communicating information using graphical displays and evaluating the appropriateness of different displays. <ul style="list-style-type: none"> • Knowing numbers (S) • Observation (M) • What are the chances? (S) 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value – read 5-digit numbers, identify and describe their place value, partition numbers using standard and non-standard place value partitions, make connections between representations of 5-digit numbers, compare and order 5-digit numbers, identify odd and even numbers, identify sequences created from multiplying by 10, 100, 1000, continue number sequences, revise informal recording methods and strategies used for calculations, investigate sequences resulting from multiplication, apply mental and written strategies to computation. • Fractions and decimals – revise and investigate the fractions that can be created through repetitive halving and thirding, counting and representing fractions on number lines, represent fractions using a range of models, investigate equivalent fractions, solve problems • Shape – revising properties of 2D shapes including polygons and quadrilaterals, identifying composite shapes, exploring properties of shapes used in tangrams, and creating polygons and other composite shapes using tangrams. <ul style="list-style-type: none"> • Observation (M) • Consultation (M) • Samples of student work (M) 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Location and transformation – investigate features on maps and plans; identify the need for legends; investigate the language of location, direction and movement; find locations using turns and everyday directional language; identify cardinal points of a compass; investigate compass directions on maps; investigate the purpose of scale; apply scale to maps and plans; explore mapping conventions; plan and plot routes on maps; explore appropriate units of measurement and calculate distances using scales. • Geometric reasoning – identify angles, construct and label right angles, identify, construct and label right angles and those not equal to a right angle. • Number and place value – consolidate place value understanding of 5-digit numbers, compare and order 5-digit numbers, revise addition and subtraction concepts and solve problems, consolidate multiplication problems • Money and financial mathematics – read and represent money amounts, investigate change, rounding to 5 cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies. <ul style="list-style-type: none"> • Legend land – short answer questions (S) 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Money and financial mathematics-represent, calculate and round amounts of money required for purchase and change. • Number and place value-model and interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families. • Fractions and decimals – partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators. • Location and transformation – investigate different types of symmetry, analyse and create symmetrical designs <ul style="list-style-type: none"> • Fraction fit – short answer questions (S) 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Using units of measurement – use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement. • Shape – compare the areas of regular and irregular shapes using informal units of area measurement • Number and place value – represent fractions as decimals, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations. • Patterns and algebra – investigate and describe number patterns, solve word problems and use equivalent addition and subtraction number sentences to find unknown quantities. <ul style="list-style-type: none"> • Marvellous measurement – short answer questions (S) 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Fractions and decimals – count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths) • Chance – describe the likelihood of everyday chance events, order events on a continuum • Data representation and interpretation – write questions to collect data, collect and record data, display and interpret data • Number and place value – use properties of odd and even numbers, calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations. <ul style="list-style-type: none"> • Data analysers –written data displays (S) • Deadly decimals – short answer questions (S) 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Money and financial mathematics - calculate change to the nearest five cents, solve problems involving purchases • Shape- measure area of shapes , compare the areas of regular and irregular shapes by informal means • Using units of measurement (volume, time) -measure and compare volume, use am and pm notation, solve simple time problems involving timetable, calendars, and analogue and digital clocks • Fractions and decimals - investigate equivalent fractions, make connections between fractions and decimal notation • Number and place value - use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers <ul style="list-style-type: none"> • Data analysers – written (S) • Deadly decimals – short answer questions (S)

SCIENCE	4	<p>Unit 1: Here today gone tomorrow</p> <p>In this unit students explore natural processes and human activity which cause weathering and erosion of the earth's surface. Students relate this to their local area and predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.</p> <ul style="list-style-type: none"> ▪ Being a soil scientist – assignment/project (S) ▪ Recorded observations and discussions (M) ▪ Student response to activity – exploring erosion (M) 	<p>Unit 2: Ready, set, grow!</p> <p>In this unit, students will investigate life cycles. They will examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things including the impact on the survival of the species.</p> <ul style="list-style-type: none"> ▪ Mapping life cycles – poster/multimodal presentation (S) ▪ Recorded observations and discussions (M) ▪ Student response to activity – representing relationships which affect the life cycle of a living thing (M) 	<p>Unit 3: Properties Matter</p> <p>In this unit, students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.</p> <ul style="list-style-type: none"> • Absorbency investigation (M) • • Packaging challenge folio (M) • • Properties affecting the use of ochre – investigation report (S) • • Properties of familiar materials (M) • • Rotten or not investigation (M) 	<p>Unit 4: Fast Forces</p> <p>In this unit students will use games to investigate and demonstrate how forces affect objects through contact and non-contact forces. They will use their knowledge of forces to make predictions about games. Games will be completed safely in order to collect data so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.</p> <ul style="list-style-type: none"> ▪ Collection of work – Forces – portfolio in students' science journals (S)
	HISTORY	4	<p>Investigating European exploration and the movement of peoples.</p> <p>Students will investigate the following questions:</p> <ul style="list-style-type: none"> • Why did the great journeys of exploration occur? • Why did the Europeans settle in Australia? <p>Collection of work: First contact – assignment/project – chronology task (timeline), research task (convict profile) and a fictional historical narrative (S)</p>		<p>Investigating the impact of colonisation</p> <p>Students will investigate the following questions:</p> <ul style="list-style-type: none"> ▪ What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans? ▪ What was the nature and consequence of contact between Aboriginal and Torres Strait Islander peoples and early traders, explorers and settlers? <p>Historical inquiry booklet – assignment/project (S)</p>
GEOGRAPHY	4		<p>Unit 1 Exploring environments and places</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the national scale, including Australia and the location of major countries in South America and Africa • recognise the purpose and types of geographical questions • explore the importance of environments to animals and people and how places are characterised by their environments • collect and record geographical information from sources to identify how environments support animals and people • use geographical tools and sources to identify and compare the characteristics of places, including the types of natural vegetation and native animals • represent data by constructing tables and graphs • represent the location of places and their features by constructing a large-scale map conforming to cartographic conventions, including scale, legend, title and north point • interpret geographical information and data to identify patterns and distributions of the features of places • interpret geographical information and data to identify different views on how environments should be protected, and form conclusions • describe the location of places and their features using grid references, compass direction and distance <p>describe and compare the characteristics of places in different locations at the national scale, using geographical terms.</p>		<p>Unit 2 Using places more sustainably</p> <p>In this unit, students:</p> <p>draw on studies of Australia</p> <ul style="list-style-type: none"> • develop geographical questions to investigate about the connections between resources provided by the environment and used by different groups of people • compare how people adapt to, and alter environments • recognise that sustainability is perceived in different ways by different groups, and involves careful use of resources and management of waste • collect and record geographical information from sources to explore how the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples are shared and enacted in their custodial responsibility of places and environments • collect and record information from sources to identify the perceptions of groups, including Aboriginal peoples and Torres Strait Islander peoples, on how the environment provides for people • form conclusions about caring for the environment and meeting the needs of people • present findings, using geographical terms, reflect on learning to propose individual action on the ways people seek to improve or use resources more sustainably and identify the expected effects of their proposed action <p>Research Assignment/Project (S) Students conduct an inquiry into waste management in the school community and propose a sustainable action plan that people could take to improve environmental quality.</p>
TECHNOLOGY	4	<p>Technology as a human endeavour</p> <p>Technology influences and impacts on people, their communities and environments.</p> <ul style="list-style-type: none"> • Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments. • Aspects of appropriateness influence product design and production decisions • The products and processes of technology can have positive or negative impacts. <p>ASSESSMENT TASK</p> <p>Students will design and create their own artifact / shield that represents and symbolize their unique self. They will use various products from their environment and available resources.</p>		<p>Information, materials and systems (resources)</p> <p>The characteristics of resources are matched with tools and techniques to make products to meet design challenges.</p> <ul style="list-style-type: none"> • Resources have particular characteristics that make them more suitable for a specific purpose and context. <p>Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas.</p>	

The Arts	<p>4 Visual Art Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.</p> <ul style="list-style-type: none"> • Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns. • Continuous, broken and hatched lines are used to create balance, contrast, space and patterns. • Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns. • Texture creates contrast and patterns using lines, rubbings and markings. <p>ASSESSMENT TASK Students will investigate the elements of 2D and 3D objects, colour and design when investigating Aboriginal and Torres Straight Islander Art work, they will use colour shades (adding black to a colour) and tint (adding colour to white) to create their own aboriginal replica artefact. They demonstrate their knowledge by using patterns and textures using lines, rubbing and markings on their artefact.</p>	<p>Dance Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.</p> <ul style="list-style-type: none"> • Gross and fine motor movements, including locomotors and non-locomotors, are used to create actions for short movement sequences. • Group formations are used to organise dancers in short movement sequences • Simple rhythmic patterns are used for timing of movements in short movement sequences. • Swinging and collapsing movement qualities are used to alter energy in short movement sequences. • Structuring devices, including contrast and canon forms, are used to organise short movement sequences. 	<p>Media Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.</p> <ul style="list-style-type: none"> • Still and moving images, sounds and words are selected to construct media texts. • Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts. • Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes. 	<p>Drama Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> • Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice. • Purpose and context guide the selection of time frames, language, place and space to express ideas. • Dramatic action is structured through storytelling, improvisation and extended role-plays.
HPE	<p>4 Health Health is multidimensional and influenced by individual and group actions and environments.</p> <ul style="list-style-type: none"> • Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions. • Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity. • Individual and group action can promote health and wellbeing, including safety. • Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels. <p><u>Assessment Task</u> Students carry out an investigation into lunches and identify healthy foods using “Smart Choices”. (Refer to The Great Tuckshop Challenge)</p> <p>Students demonstrate their understanding of a balanced diet by:</p> <ul style="list-style-type: none"> • Planning and cooking a healthy meal using ‘Smart Choice’ ingredients. • Writing a recipe for a ‘Smart Choice’ meal. • Creating a ‘Smart Choices’ menu. 		<p>Personal development Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.</p> <ul style="list-style-type: none"> • Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments. • Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others. • Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups. 	

5	Unit 1: Examining literary texts- fantasy novel In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. <ul style="list-style-type: none"> • Analysing a main character from The Forests of Silence (M) 	Unit 2: Creating fantasy characters In this unit, students continue to read and interpret a novel from the fantasy genre showing an understanding of character development. In role as the author, they deliver a spoken presentation to explain the text structures and language features used to create one 'good' character and one 'evil' character. <ul style="list-style-type: none"> • Spoken presentation (S) 	Unit 3: Examining media texts In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal article, including written and visual elements, from a particular viewpoint. <ul style="list-style-type: none"> • Comprehend a feature article – exam/test (S) • Create a multimodal feature article – multimedia (S) 	Unit 4: Examining characters in animated film In this unit students listen to, read, view and interpret a range of animations including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma. <ul style="list-style-type: none"> • Short story animation – multimedia (S) 	Unit 5: Appreciating poetry In this unit students listen to, read and view a range of poetry, songs, anthems and odes from different times to create a folio of responses analysing authors' use of language and its impact on the message and ideas of text. <ul style="list-style-type: none"> • Create a poetry analysis folio – written, for three poems (M) 	Unit 6: Responding to poetry In this unit, students listen to, read and view a range of poetry including narrative poems to create a transformation of a narrative poem to a digital multimodal narrative. <ul style="list-style-type: none"> • Digital multimodal narrative – Poster/multimodal presentation (S) 	Unit 7: Exploring narrative through novels and film In this unit students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel. <ul style="list-style-type: none"> • Written comparison of the novel and film versions of Storm Boy (S) 	Unit 8: Reviewing narrative film In this unit, students listen to and view narrative films, and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about the film during a panel discussion. <ul style="list-style-type: none"> ▪ Panel discussion (M) ▪ Written film review (M)
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MATHS	<p>5 Unit 1: In this unit students have opportunities to develop understandings of: - Chance - identifying and describing possible outcomes, describing equally likely outcomes and representing probabilities of outcomes using fractions - Number and place value - exploring and identifying factors and multiples, revising multiplication and division facts, rounding and estimating to check the reasonableness of answers, exploring mental computation strategies (split and compensate) for multiplication and division, solving problems using mental computation strategies, comparing and evaluating strategies that are appropriate to different problems - Fractions and decimals - comparing and ordering unit fractions, creating a range of models for fractions, adding and subtracting fractions with the same denominator - Data representation and interpretation - identifying different types of data, distinguishing between numerical and categorical data, collecting primary data, organising data using tables, creating dot plots and column graphs, interpreting dot plots and column graphs, identifying and posing questions to collect different data types, using technology to create representations.</p> <p>Digging through data – short answer questions (S)</p>	<p>Unit 2: In this unit students have opportunities to develop understandings of: - Chance - identifying and describing possible outcomes, describing equally likely outcomes and representing probabilities of outcomes using fractions, conducting a chance experiment - Number and place value - rounding and estimating to check the reasonableness of answers, exploring mental computation strategies for multiplication and division, solving problems using mental computation strategies and informal recording methods, comparing and evaluating strategies that are appropriate to different problems - Fractions and decimals - comparing and ordering unit fractions, exploring hundredths, representing fractions on number lines, adding and subtracting fractions with the same denominator - Using units of measurement (time) - (Time) investigating time concepts and the measurement of time, reading and representing 24-hour time (Perimeter and area) measuring dimensions, estimating and measuring the perimeters of rectangles, investigating metric units of area measurement, estimating and calculating area of rectangles.</p> <p>Number Crunch – short answer questions (S)</p> <p>Observation – digital and analogue time (M)</p>	<p>Unit 3: In this unit students have opportunities to develop understandings of: - Number and place value - rounding and estimating to check the reasonableness of answers; exploring mental computation strategies for multiplication and division; solving problems using mental computation strategies and informal recording methods; comparing and evaluating strategies that are appropriate to different problems; exploring and identifying factors and multiples - Fractions and decimals - making connections between fractional numbers and the place value system; representing, comparing and ordering decimals - Location and transformation - investigating and creating reflection, translation and rotation symmetry; transforming shapes through enlargement and describing the feature of transformed shapes - Shape - applying the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects</p> <p>Observation – recognise and create two-dimensional representations of 3D shapes (M)</p>	<p>Unit 4: In this unit students have opportunities to develop understandings of: - Geometric reasoning - identify the components of angles; compare and estimate to establish benchmarks; construct and measure angles; - Location and transformation - describe and create transformations using symmetry; - Shape - identify representations of three dimensional objects; link two dimensional representations with 3D objects - Number and place value - multiply and divide using a range of strategies; apply estimation and round to estimate answers and check answers; apply mental computation to multiply and divide; solve multiplication and division problems - Patterns and algebra - create and continue patterns involving whole numbers, fractions and decimals; explore strategies to find unknown quantities - Data representation and interpretation - explore methods of data representations to construct and interpret data displays; reason involving data.</p> <p>Generation Geometry – short answer questions (S)</p>	<p>Unit 5: In this unit students have opportunities to develop understandings of: • Money and financial mathematics - investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • Location and transformation - explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes. • Number and place value - round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems.</p> <p>George and Janelle’s Eggsellent Idea – short answer questions (S)</p>	<p>Unit 6: In this unit students have opportunities to develop understandings of: • Using units of measurement: chooses appropriate units for length, area, capacity and mass; measures length, area, capacity and mass; finds perimeter; problem solves and reasons when applying measurement to answer a question • Fractions and decimals: makes connections between fractions and decimals; compares and orders decimals • Patterns and algebra: creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions • Number and place value: adds and subtracts using mental and written strategies; multiplies whole numbers and divides by a one-digit whole number.</p> <p>Perfecting Patterns – describe, continue and create patterns and use equivalent number sentences to find unknown quantities – short answer questions (S)</p> <p>Yr 5s great garden – choose appropriate units of measurement for length, area, volume, capacity and mass. To calculate perimeter and area of rectangles - short answer questions (S)</p>	<p>Unit 7: In this unit students have opportunities to develop understandings of: • Chance - order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments • Data representation and interpretation - investigate an issue (design data collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion) • Using units of measurement - read and represent 24-hour time, convert between 12- and 24-hour time • Number and place value - apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples.</p> <p>Fantastic factors and magnificent multiples – short answer questions (S)</p> <p>What is the chance of that? – short answer questions (S)</p>	<p>Unit 8: In this unit students have opportunities to develop understandings of: • Money and financial mathematics - create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions • Geometric reasoning - estimate and measure angles, construct angles using a protractor • Location and transformation - explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language • Fractions and decimals - apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond • Number and algebra - apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition subtraction multiplication and division, use efficient mental and written strategies to solve problems.</p>
SCIENCE	<p>5 Unit 1: Survival in the Australian environment In this unit, students examine the structural features and adaptations that assist living things to survive in their environment. This knowledge will be used to create a creature with adaptations that are suitable for survival in a prescribed environment</p> <ul style="list-style-type: none"> • Create a creature – poster/multimodal presentation (S) • Recorded observations and discussions (M) • Relating adaptations to the environment - Create a creature: Find a home (M) 	<p>Unit 2: Our place in the solar system In this unit, students will describe the key features of our solar system. They will discuss how people have contributed science knowledge to space exploration. A possible space mission to a planet will be proposed, considering planetary data. Students will communicate these ideas in a magazine or web style and format.</p> <ul style="list-style-type: none"> • Planet exploration – write a report for popular media such as a magazine or website. The report will be about a proposed space mission to a planet within our solar system. It will contain relevant data about planets within the solar system and past space missions - Assignment/project (S) • Student response to activity- Apollo 11- Lesson 9: Exploring the Earth’s moon (M) • Student response to activity- Planetary data – Lesson 3: Focusing on planetary data (M) 	<p>Unit 3: Now you see it In this unit, students investigate properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices.</p> <ul style="list-style-type: none"> • Recorded observations and discussions (M) • Student response to activity – Lessons 13-15 periscope construction and investigation (M) • The aMAZEing trick – investigating and explaining how the transfer of light can be changed, and solving a problem relating to properties and sources of light – assignment /project (S) 	<p>Unit 4: Matter matters In this unit, students broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviour of solids, liquids and gases. Students will understand that scientific understandings about solids, liquids and gases are used to inform decision making and solve or prevent problems.</p> <ul style="list-style-type: none"> • Investigating condensation (M) • Investigating evaporation (M) • Investigating rates of evaporation and explaining solids, liquids and gases – Assignment/project (S) 				

HISTORY	<p>5 Unit 1: Exploring the development of British colonies in Australia</p> <p>In this unit students will investigate the following questions:</p> <ul style="list-style-type: none"> • What do we know about the lives of people in Australia's colonial past and how do we know? • How did an Australian colony develop over time and why? • How did colonial settlement change the environment? <p>In this unit, students:</p> <ul style="list-style-type: none"> • Sequence key events related to the development of British colonies of Australia • Investigate the economic, political and social motivations behind colonial developments, particularly the Moreton Bay colony in Queensland • Use provided sources to examine and describe aspects of daily life in the early to mid-1800s • Use provided sources to examine and describe the impact of colonisation on the environment and Aboriginal peoples. <p>Collection of work – Colonial Queensland – assignment/project (S)</p>		<p>Unit 2: Investigating the colonial period in Australia</p> <p>In this unit students will investigate the following questions:</p> <ul style="list-style-type: none"> • What were the significant events and who were the significant people that shaped Australian colonies? • What do we know about the lives of people in Australia's colonial past and how do we know? <p>In this unit, students:</p> <ul style="list-style-type: none"> • Recognise key events in Australia of the colonial period after 1800 • Investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration • Appreciate the impacts of significant developments and events – the gold rush and the Eureka Stockade • Pose questions to investigate the significance of individuals and groups in shaping the colonies • Use provided sources to investigate and describe the significance of individuals and groups in shaping the colonies <p>Conduct a historical inquiry into a significant person and event in Australia's history – assignment/project (S)</p>	
	GEOGRAPHY	5	<p>Unit 1 Exploring how people and places affect one another</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the national scale, including Australia and the location of major countries in Europe and North America • recognise the purpose and types of geographical questions • collect and record relevant geographical data and information from secondary sources, to identify the influence of the environment on the human characteristics of places • collect and record relevant geographical data and information from secondary sources, to identify the influence people have had on environmental characteristics of places • collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of the humans on the environmental characteristics of a place • represent in a graphic form climate data for places and interpret the effect of climate on the environmental and human characteristics of a place • describe the location of selected countries in relative terms • construct large-scale and small-scale maps conforming to cartographic conventions to locate and label places and their major environmental and human characteristics • compare geographical information to identify patterns or trends in how people have responded to climatic conditions in places • describe the influence of environmental processes on the characteristics of places, and how people can affect change, using geographical terms. 	
TECHNOLOGY	5	<p>Technology as a human endeavour</p> <p>Technology influences and impacts on people, their communities and environments.</p> <ul style="list-style-type: none"> • Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments. • Aspects of appropriateness influence product design and production decisions • The products and processes of technology can have positive or negative impacts. <p>ASSESSMENT TASK</p> <p>Students will design and create a diorama for their SOS E task, they will use various materials that meet the needs of the communities they are representing and be able to justify why they used those materials.</p>		<p>Information, materials and systems (resources)</p> <p>The characteristics of resources are matched with tools and techniques to make products to meet design challenges.</p> <ul style="list-style-type: none"> • Resources have particular characteristics that make them more suitable for a specific purpose and context. • Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas.

The Arts	<p>5 Visual Art Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.</p> <ul style="list-style-type: none"> • Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns. • Continuous, broken and hatched lines are used to create balance, contrast, space and patterns. • Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns. • Texture creates contrast and patterns using lines, rubbings and markings. 	<p>Dance Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.</p> <ul style="list-style-type: none"> • Gross and fine motor movements, including locomotors and non-locomotors, are used to create actions for short movement sequences. • Group formations are used to organise dancers in short movement sequences • Simple rhythmic patterns are used for timing of movements in short movement sequences. • Swinging and collapsing movement qualities are used to alter energy in short movement sequences. • Structuring devices, including contrast and canon forms, are used to organise short movement sequences. 	<p>Media Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.</p> <ul style="list-style-type: none"> • Still and moving images, sounds and words are selected to construct media texts. • Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts. • Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes. 	<p>Drama Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> • Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice. • Purpose and context guide the selection of time frames, language, place and space to express ideas. • Dramatic action is structured through storytelling, improvisation and extended role-plays.
	HPE	<p>5 Health Health is multidimensional and influenced by individual and group actions and environments.</p> <ul style="list-style-type: none"> • Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions. • Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity. • Individual and group action can promote health and wellbeing, including safety. <p>•Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels.</p> <p>ASSESSMENT TASKS</p> <p>Students investigate the local community to identify areas in which improvement could be made to promote a healthier place to live e.g. a skate park, play equipment or bicycle pathways to promote physical activity or community gardens to encourage healthy eating. (Refer to Improving Wellbeing in the Community)</p> <p>Students demonstrate their understanding by:</p> <ul style="list-style-type: none"> • Writing an action plan • Drawing a map outlining proposed developments that promote a healthier lifestyle • Writing a persuasive letter to the local council 	<p>Personal development Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.</p> <ul style="list-style-type: none"> • Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments. • Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others. •Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups. 	

Unit 1
Year 5

- **Number and place value (NPV)** - make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, use rounding and estimating to check the reasonableness of answers, represent multiplication and division using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication and division, use a written strategy for addition and subtraction, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems.
- **Chance (C)** - make connections between chance experiments and develop an understanding of possible outcomes, carry out experiments, interpret chance information, explain, predict and justify chance experiments, apply understandings of probability and data collection to investigate the fairness of a game.
- **Fractions and decimals (FD)** - recognise and model fractions flexibly, use materials and diagrams to perform addition or subtraction of fractions with like denominators, use materials and diagrams to model the addition and subtraction of fractions with like denominators, compare and order unit fractions, explore hundredths and represent fractions on number lines.
- **Data representation and interpretation (DRI)** - build an understanding of data, develop the skill of defining numerical and categorical data, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.
- **Using units of measurement (UUM)** - investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles.

Year 6

- **Number and place value (NPV)** - identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving whole numbers and the four operations.
- **Fractions and decimals (FD)** - order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions, find a simple fraction of a quantity, make connections between equivalent fractions, decimals and percentages.
- **Data representation and interpretation (DRI)** - revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays and identify the purpose and use of different displays, identify the difference between categorical and numerical data.

- **Digging into data (Yr 05) Short answer questions (S)**
- **Data decoder (Yr 06) Short answer questions (S)**
- **Number crunch (Yr 05) Short answer questions (S)**
- **Rodeo round-up (Yr 06) Short answer questions (S)**

Unit 2
Year 5

- **Number and place value (NPV)** - round and estimate to check the reasonableness of answers; explore mental-computation strategies for multiplication and division; solve problems, using mental-computation strategies and informal recording methods; compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples; multiply and divide, using a range of strategies; apply estimation and rounding to estimate answers and check answers; apply mental computation to multiply and divide; solve multiplication and division problems with no remainders
- **Fractions and decimals (FD)** - make connections between fractional numbers and the place-value system, and represent, compare and order decimals
- **Location and transformation (LT)** - investigate and create reflection, translation and rotation symmetry, transform shapes through enlargement, and describe the features of transformed shapes
- **Shape (S)** - apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects
- **Geometric reasoning (GR)** - identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles
- **Location and transformation (LT) and Shape (S)** - describe and create transformations, using symmetry; represent 3D objects with 2D representations
- **Patterns and algebra (PA)** - create and continue patterns involving whole numbers, fractions and decimals, and explore strategies to find unknown quantities
- **Data representation and interpretation (DRI)** - explore methods of data representations to construct and interpret data displays, reason involving data.

Year 6

- **Fractions and decimals (FD)** - apply mental and written strategies to add and subtract decimals; solve problems involving decimals; make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000; apply mental and written strategies to multiply decimals by one-digit whole numbers; locate, order and compare fractions with related denominators and locate them on a number line
- **Shape (S)** - problem solve and reason to create nets and construct models of simple prisms and pyramids
- **Using units of measurement (UUM)** - make connections between volume and capacity

- **Chance and data mathematical guided inquiries (Yr 05) (S)**
- **Generation geometry (Yr 05) (S)**
- **Investigating angles (Yr 06) Short answer questions (S)**
- **Order of operations (Yr 06) Short answer questions (S)**
- **Shape and measurement mathematical guided inquiries (Yr 06) (S)**

Unit 3
Year 5

- **Money and financial mathematics (MFM)**: investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.
- **Location and transformation (LT)**: explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes.
- **Number and place value (NPV)**: round and estimate to check that an answer is reasonable; use written strategies to add and subtract; use an array to multiply one- and two-digit numbers; use divisibility rules to divide; solve problems involving computation and apply computation to money problems; add and subtract using mental and written strategies, including the right-to-left strategy; multiply whole numbers and divide by a one-digit whole number, with and without remainders.
- **Using units of measurement (UUM)**: choose appropriate units for length, area, capacity and mass; measure length, area, capacity and mass; find perimeter; problem solve and reason when applying measurement to answer a question.
- **Fractions and decimals (FD)**: make connections between fractions and decimals, compare and order decimals.
- **Patterns and algebra (PA)**: create, continue and identify the rule for patterns involving the addition and subtraction of fractions; use number sentences to find unknown quantities involving multiplication and division.

Year 6

- **Money and financial mathematics (MFM)**: connect fractions and percentage, calculate percentages, calculate discounts of 10%, 25% and 50% on sale items.
- **Number and place value (NPV)**: identify and describe properties of prime, composite, square and triangular numbers; multiply and divide using written methods, including a standard algorithm; solve problems involving all four operations with whole numbers; compare and order positive and negative integers.
- **Location and transformation (LT)**: identify the four quadrants on a Cartesian plane; plot and read points in all four quadrants; revise symmetry, reflection, rotation and translation; describe the effect of combinations of translations, reflections and rotations

- **George and Janelle's 'Eggs-cellent' idea (Yr 05) (S)**
- **Number properties, patterns and computation (Yr 06) Short answer questions (S)**
- **Perfecting patterns (Yr 05) Short answer questions (S)**
- **Solving measurement problems (Yr 06) Short answer questions (S)**
- **Year 5's great garden (Yr 05) Short answer questions (S)**

SCIENCE	5/6	<p>Unit 1: Diversity and interaction in the living world</p> <p>In this unit, students will explore the structural features and behavioural adaptations that assist living things to survive in their environment. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will investigate the relationship between the growth and survival of living things and the physical conditions of their environment. They will investigate factors that influence how animals survive in extreme environments. Students will develop an understanding of Australian Aboriginal peoples' knowledge of the environment that enables them to live sustainably.</p> <ul style="list-style-type: none"> • Create a creature (Yr 05, 06) Poster/multi-modal Presentation (S) • Create a creature: find a home (Yr 05, 06) (M) • Fair test simulation (Yr 05, 06) (M) • Mouldy bread (Yr 05, 06) • Plant investigation (Yr 05, 06) (M) 	<p>Unit 2: Matter cycles and change</p> <p>In this unit students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will understand that each of solids, liquids and gases have distinct observable properties and behave in different ways. Students will apply their understanding of the properties of matter to evaluate safety considerations and signage. They will investigate changes that can be made to materials and how these changes can be classified as reversible or irreversible. Students will apply their understanding of reversible and irreversible changes to everyday processes, including recycling materials. They will explore the effects of change of state and reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives. Students will understand applications of science understandings of evaporation by Indigenous peoples of Australia. Students will plan investigation methods using fair testing to answer questions. They will identify and assess safety risks, make observations and accurately record data and develop explanations. Students will identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy.</p> <ul style="list-style-type: none"> • Investigating conditions that affect rusting (Yr 06) (M) • Investigating evaporation (Yr 05) (M) • Investigating evaporation and explaining solids, liquids and gases (Yr 05) Supervised assessment (S) • Reversible or irreversible? (Yr 06) Experimental Investigation (S) 	<p>Unit 3: Earth and beyond</p> <p>In this unit, students will describe the key features of planets in our solar system. They will discuss how people have contributed science knowledge to space exploration. They will explore the place of Earth in the solar system and then use this knowledge to look for patterns and relationships between components of this system. They will examine how scientific understandings of space have changed over time due to developments in technology. Students will explore how sudden geological and extreme weather events can affect Earth's surface. They will consider the effects of earthquakes and tropical cyclones on the Earth's surface and how communities are affected. Students will gather, record and interpret data relating to space and the solar system and to Earth, such as weather, climate and weather events. Students will explore the ways in which people use scientific observations to prepare for disaster in Australia and throughout Asia.</p> <ul style="list-style-type: none"> • Exploration of the solar system (Yr 05) Poster/multi-modal presentation (S) • Natural events and change (Yr 06) Exam/Test (S) • Planetary data - Recording sheet (Yr 05, 06) (M) 	Unit 4:
	HISTORY	5/6	<p>Unit 1 Exploring change and continuity in Australia</p> <p>The key inquiry questions guiding this unit are: For Year 5:</p> <ul style="list-style-type: none"> o What do we know about the lives of people in Australia's colonial past and how do we know? o How did an Australian colony develop over time and why? o How did colonial settlement change the environment? <p>For Year 6:</p> <ul style="list-style-type: none"> o Why and how did Australia become a nation? o How did Australian society change throughout the twentieth century? <p>In this unit, students will:</p> <ul style="list-style-type: none"> o investigate the nature of the colonial presence in Australia and the significant changes that occurred during the 1800s o identify and locate a range of relevant sources to explore reasons for the establishment and growth of the colonies and the impacts of colonisation, including on the environment and daily life o sequence key events to demonstrate an understanding of the significance of colonisation and the development of Australia as a nation, including Federation o compare information from a range of sources to examine the changes in Australian society throughout the nineteenth and twentieth centuries o develop a historical description, based on information identified from a range of sources, using historical terms and concepts to communicate changes that shaped a society. <ul style="list-style-type: none"> • Collection of work (Yr 5, 6) Assignment/Project (S) 		<p>Unit 2 Investigating significant people and events</p> <p>The key inquiry questions guiding this unit are: Year 5:</p> <ul style="list-style-type: none"> o What were the significant events and who were the significant people who shaped Australian colonies? <p>Year 6:</p> <ul style="list-style-type: none"> o Who were the people who came to Australia? Why did they come? o What contribution have significant individuals and groups made to the development of Australian society? <p>In this unit, students:</p> <ul style="list-style-type: none"> o recognise key events in Australia after 1800 o investigate the reasons why people migrated to Australia in the colonial period, and the impacts of that migration o appreciate the impacts of significant developments and events, including the gold rushes o pose questions to investigate the significance of individuals and groups in shaping the colonies o describe the significance of individuals and events in shaping the colonies o locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated o investigate the contributions of individuals and groups, including Aboriginal peoples and/or Torres Strait Islander peoples and migrants, to the development of Australian society. <ul style="list-style-type: none"> • Research (Yr 5, 6) Assignment/Project (S)

Unit 1 Exploring people and places in a diverse world

In this unit, students extend their mental map of the world, with a focus on Europe, North America and Asia. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. Students also learn about the location of major countries in Asia, particularly the sub-regions of northeast Asia and southeast Asia, the differences in economic, demographic and social characteristics between countries in these sub-regions, and global trends. The concept of place is further developed by exploring the human and environmental factors that influence the characteristics of places. The interconnections between people and environments are examined through climate and landforms. Students learn how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. They will represent and interpret data to identify simple patterns, trends and spatial distribution, infer relationships, and draw conclusions. Students learn about the world's cultural diversity, including that of its indigenous peoples, and reflect on the cultural differences and similarities, and the meaning and significance of intercultural understanding.

- **Collection of work (Yr 5, 6) Portfolio (S)**

Unit 2 Exploring connections between people, places and environments

In this unit, students will investigate the inquiry questions identified from the Australian Curriculum: Geography.

Year 5

- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

Year 6

- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change, sustainability and scale. In this unit, students:

- draw on studies at different scales, including Australia, major countries of Asia, or a region within Asia
- identify and describe how places are affected by the interconnection between people, places and environments
- understand that the characteristics of places are affected by global and local influences and become increasingly connected at the same scale and across scales
- develop an inquiry question and plan an inquiry guided by this question
- collect and record relevant geographical data and information, using ethical protocols, from primary and/or secondary sources
- present findings, using geographical terms, on the ways people respond to a geographical challenge

- **Research task (Year 5, 6) Assignment/Project (S)**

MATHS	6	<p>Unit 1</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> - Number and place value - identifying and describing properties of prime and composite numbers, selecting and applying mental and written strategies to problems involving whole numbers - Fractions and decimals - ordering and comparing fractions with related denominators, adding and subtracting fractions with related denominators, calculating the fraction of a given quantity and solving problems involving the addition and subtraction of fractions - Data - revising different types of data displays, interpreting data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data, - Chance - representing the probability of outcomes as a fraction or decimal and conducting chance experiments <ul style="list-style-type: none"> • Consultation (M) • Data decoder – short answer questions (S) • Observation (M) • Student work samples (M) 	<p>Unit 2</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> - Using units of measurement: solve problems involving the comparison of lengths and areas, and interpret and use timetables - Number and place value: apply efficient mental and written strategies to solve problems involving all four operations - Fractions and decimals: solve problems involving addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages - Money and financial mathematics: investigate and calculate percentage discounts of 10%, 25% and 50% on sale items. <ul style="list-style-type: none"> • Consultation - (M) • Rodeo round-up - Short answer questions - To interpret and use timetables and cost information to determine a travel schedule. (S) 	<p>Unit 3</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> - Fractions and decimals - apply mental and written strategies to add and subtract of decimals, solve problems involving decimal calculations, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1000, apply mental and written strategies to multiply decimals by 1-digit whole numbers - Shape - apply problem solving and reasoning to create nets and construct models of simple prisms and pyramids - Number and place value - identify, describe and continue square and triangular number patterns, make generalisations about the relationship between square and triangular numbers, explore numbers below zero, and position integers on a number line. <ul style="list-style-type: none"> • Samples of student work (M) 	<p>Unit 4</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> - Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles - Fractions and decimals - locate, order and compare fractions with related denominators and locate them on a number line - Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations - Number and place value - select and apply mental and written strategies and digital technologies to solve problems involving multiplication and division with whole numbers. <ul style="list-style-type: none"> • Consultation (M) • Investigating angles – short answer questions (S) • Observation (M) 	<p>Unit 5</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Money and financial mathematics – connect fractions and percentage, calculate percentages, calculate discounts of 10%, 25% and 50% on sale items • Number and place value – identify and describe properties of prime, composite, square and triangular numbers, multiply and divide, solve problems using all four operations with whole numbers, compare and order positive and negative integers • Location and transformation – identify the four quadrants in a Cartesian plane, plot and read points in all four quadrants, revise symmetry, reflection, rotation and translation, describe the effect of combinations of translations, reflections and rotations. <ul style="list-style-type: none"> • Number properties, patterns and computation – short answer questions (S) 	<p>Unit 6</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Fractions and decimals – add and subtract fractions, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in decimal remainders, solve problems involving fractions and decimals. • Using units of measurement – connect decimals to the metric system, convert between units of measure, solve problems involving length and area and connect volume and capacity. • Patterns and algebra – continue and create sequences involving whole numbers, fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations. <ul style="list-style-type: none"> • Solving measurement problems – short answer questions (S) 	<p>Unit 7</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Chance - conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies • Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, problem solve and reason by manipulating secondary data • Patterns and algebra & Number and place value - represent number patterns in a table and graphically, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm. <ul style="list-style-type: none"> ▪ Lucky Number - apply knowledge of chance events, expected and observed frequencies to develop arguments and improve game fairness (S) 	<p>Unit 8</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> - Using units of measurement - connect volume and capacity and their units of measurement, measure capacity and volume, problem solve and reason involving measurement and time - - Fractions and decimals - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options - Geometric reasoning - measure angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts - Location and transformation - apply translations, reflections and rotations to create symmetrical shapes.
	SCIENCE	6	<p>Unit 1: Making changes — comparing reactions</p> <p>In this unit, students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect people's lives.</p> <ul style="list-style-type: none"> • Investigating the effect of heat on solubility – conduct an experiment (M) • Reversible or Irreversible – Assignment/Project (S) 	<p>Unit 2: Energy and Electricity</p> <p>In this unit students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and evaluate personal and community decisions related to use of different energy sources and their sustainability.</p> <ul style="list-style-type: none"> • Comparing methods of producing electricity (M) • Energy and electricity – assignment/project (S) • Identifying conductors and insulators (M) 	<p>Unit 3: Our changing world</p> <p>In this unit, students explore how sudden geological and extreme weather events can affect the Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those from those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.</p> <ul style="list-style-type: none"> • Investigate drought data (M) • Investigate Indigenous oral histories of natural disasters (M) • Natural events and change – Exam/Test (S) 	<p>Unit 4: Life on Earth</p> <p>In this unit, students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of bean seeds. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.</p> <ul style="list-style-type: none"> • Fair test simulation (M) • Mould investigation – assignment/project (S) • Plant investigation (M) 			

HISTORY	<p>6 Australia as a Nation Students will investigate the following questions:</p> <ul style="list-style-type: none"> • Why and how did Australia become a nation? • How did Australian society change throughout the twentieth century? <p>Students recognise key events in the development of Australia as a nation. They examine sources to investigate Australia's path to Federation from the late 1800s to 1901. They examine preferred models of government, including British and American influences on Australia's system of law and government. Students will describe the experiences of Australian democracy and citizenship from a range of groups, including the status and rights of Aboriginal peoples and Torres Strait islander peoples, women and children in the 20th century. They will explain the significance of individuals or groups who advocated for citizenship rights and those who were the beneficiaries of policies and legislation.</p> <p>Supervised exam – investigating the development of the Australian nation (S)</p>		<p>Investigating the development of Australia as a diverse society.</p> <p>Students will investigate the following questions:</p> <ul style="list-style-type: none"> • How did Australian society change throughout the 20th century? • Who were the people who came to Australia? Why did they come? • What contribution have significant individuals and groups made to the development of Australian society? <ul style="list-style-type: none"> • Historical inquiry into the development of Australia as a diverse society – demonstrate an understanding of the reasons for the migration of groups of people, the experiences of migrants and their contribution to Australian society - Assignment/project (S) 	
GEOGRAPHY	<p>6</p>	<p>Unit 1 Exploring a diverse world In this unit, students take a global view of geography and build their understanding of the concepts for geographic understanding of place and space and interconnections. Students learn about the location of major countries in Asia, particularly the sub-regions of North-east Asia and South-east Asia, and the differences in economic, demographic and social characteristics between countries in these sub-regions and global trends. Data is interpreted for trends and patterns. Data analysis focuses on the diversity of the Asia region and relationships between phenomena. Students learn about the world's cultural diversity, including that of its Indigenous peoples, and reflect on the cultural differences and similarities and the meaning and significance of intercultural understanding. In this unit students will investigate the inquiry question identified from the Australian Curriculum: geography</p> <ul style="list-style-type: none"> • How do places, people and cultures differ across the world? <p>The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections and scale.</p> <p>Collection of work Portfolio (S) To assess students' capacity to construct maps using cartographic conventions and analyse a range of data and respond in short answers</p>		<p>Unit 2 Exploring Australia's connections with other countries In this unit, students will investigate the inquiry question/s identified from the Australian Curriculum: Geography</p> <ul style="list-style-type: none"> • What are Australia's global connections between people and places? • How do people's connections to places affect their perception of them? In this unit, students: • draw on studies at different scales, including Australia, major countries of Asia, or a region within Asia • understand that the characteristics of places are affected by global and local influences, and that places are becoming increasingly connected at the same scale and across scales • develop an inquiry question about the ways people in their local community are connected to Asia or a selected country of Asia, and plan an inquiry guided by this question • collect and record relevant geographical data and information from primary and secondary sources on significant events that connect people and places throughout the world and the various connections Australia has with Asia or a selected country of Asia • collect and record relevant geographical data and information, using ethical protocols, from primary and/or secondary sources, on how these connections change people and places • evaluate sources for their usefulness • present findings, using geographical terms, on how connections between Australia and Asia or a selected country of Asia are reciprocal and interdependent, and have changed places and affected people • propose action on how to increase awareness of people's connections and proximity to places in Asia or a selected country in Asia • describe the expected effects of their proposal. <p>Research - written report Assignment/Project (S) To research connections between Australia and an Asian country and to draw conclusions from the research findings.</p>
TECHNOLOGY	<p>6 Technology as a human endeavour Technology influences and impacts on people, their communities and environments.</p> <ul style="list-style-type: none"> • Design and development of products are influenced by societies' changing needs and wants, and include artefacts, systems, environments and services. • Product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability. • Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments. <p>ASSESSMENT TASK</p> <p>Students will design and create a diorama for their SOS E task, they will use various materials that meet the needs of the communities they are representing and be able to justify why they used those materials.</p>		<p>Information, materials and systems (resources) The characteristics of resources are matched with tools and techniques to make products to meet design challenges. Resources are selected according to their characteristics, to match requirements of design challenges and suit the user.</p> <ul style="list-style-type: none"> • Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications. 	

The Arts	<p>6 Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.</p> <ul style="list-style-type: none"> • Blended, controlled and symbolic colour is used to create depth, representation and symbolism. • Descriptive and emotive lines are used to create abstraction, proportion and symbolism. • Negative space and positive shape are used to create abstraction, non-representation and proportion. • Actual, invented and simulated textures are used to create depth, representation and non-representation. 	<p>Dance Dance involves using the human body to express ideas, considering intended audiences and intended purposes, by modifying dance elements in movement sequences.</p> <ul style="list-style-type: none"> • Combinations of locomotors and non-locomotors movements are used to create actions for movement sequences. • Directional focus is used to draw attention in space in movement sequences. • Combinations of simple and compound time signatures are used to modify timing of movements in sequences. • Suspending and vibrating movement qualities are used to modify energy. • Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences. 	<p>Media Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.</p> <ul style="list-style-type: none"> • Still and moving images, sounds and words are applied and modified, using genre conventions, to construct media texts. • Media techniques and practices, including editing and publishing, are used to create media texts. • Representations in media texts have specific purposes and are modified to maximise audience impact. 	<p>Drama Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> • Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus. • Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas. • Dramatic action is interpreted, prepared and shaped through scenarios and scripts
	HPE	<p>6 Health Health is multidimensional and influenced by individual, group and community actions, and environments.</p> <ul style="list-style-type: none"> • Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated. • Family peers and the media influence health behaviours. • Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks. • Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence. <p>ASSESSMENT TASK To enhance understanding of "Healthy Body, Healthy Mind" children learn about the effects of unhealthy habits including the effects of drugs, cigarettes and alcohol. (Refer to Life Education Unit -) Students demonstrate their understanding by:</p> <ul style="list-style-type: none"> • Creating a short video outlining the dangers of an unhealthy habit • Design an advertisement discouraging people from taking up an unhealthy habit • Write a song/rap discouraging children from taking up unhealthy habits 	<p>Personal development Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</p> <ul style="list-style-type: none"> • Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture. • Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem. • Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources. 	

Learning area	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
English	7 hrs	7 hrs	7 hrs	7 hrs	6 hrs	6 hrs	6 hrs	6 hrs
Mathematics	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs
Science	1 hr	1 hr	1 hr	1.75 hrs	1.75 hrs	1.75 hrs	1.75 hrs	2.5 hrs
History	0.5 hrs	0.5 hrs	0.5 hrs	1 hr	1 hr	1 hr	1 hr	1.25 hrs
Geography	0.5 hrs	0.5 hrs	0.5 hrs	1 hr	1 hr	1 hr	1 hr	1.25 hrs
Languages							1.5 hrs	1.5 hrs