

Ipswich East State School

## *2016 Curriculum Overview*



Compiled by Amanda Richardson – Head of Curriculum (Ipswich East SS)

Acknowledgments to:

Ingrid Freeman, Tania Giansiracusa, Kerry Barker, Sonia Haines – Ipswich East SS

Kathy McCann – Head of Curriculum Earnshaw State College

Amanda Richardson & Kellie Espie – Heads of Curriculum Kenmore SS

Andrew Male – Head of Curriculum Nundah SS

## Recommended Curriculum Time Allocations for Queensland State Schools 2014-2016

Learning Area	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	7	7	7	6	6	5	5
Mathematics	5	5	5	5	5	4	4
Science	1	1	1	1.75	1.75	1.75	1.75
History	0.5	0.5	0.5	1	1	1	1
Geography	0.5	0.5	0.5	1	1	1	1
HPE	0.5	2	2	2	2	2	2
QSA units							
The Arts		1	1	1.25	1.25	1.25	1.25
Design and Technology		0.5	0.5	1	1	1.5	1.5
Languages						1.25	1.5
EYCG							
Active Learning Processes	✓						
Social and Personal Learning	✓						
Health and Physical Learning	✓						
<b>Total/per week</b>	<b>14.5 + EYCG</b>	<b>17.5</b>	<b>17.5</b>	<b>19</b>	<b>19</b>	<b>18.75</b>	<b>19</b>

Teachers have the flexibility to **adjust** the C2C lessons plans, **build in appropriate revision** and **extension** time to assist with the range of student needs and **adjust weekly hours** to factor in blocks of teaching, special events, such as carnivals, excursions and public holidays.

Please refer to the '**Recommended Curriculum Time Allocations for Queensland State Schools 2014-2016**' and '**QCAA Time Allocations and Entitlement**' when developing your Weekly Timetable.

Weekly timetables are to be emailed to the HOC in the first 2 weeks of each term.

		Term 1	Term 2	Term 3	Term 4
ENGLISH	P 7h/ wk	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p><b>Productive modes (speaking, writing and creating)</b> Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>			
	Curriculum Intent	<p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</li> </ul> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)</li> </ul> <p><u>Language variation and change</u></p> <ul style="list-style-type: none"> <li>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)</li> <li>Understand that some language in written texts is unlike everyday spoken language (ACELA1431)</li> <li>Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)</li> </ul> <p><b>Literacy</b> <u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)</li> </ul> <p><u>Texts in context</u></p> <ul style="list-style-type: none"> <li>Identify some familiar texts and the contexts in which they are used (ACELY1645)</li> </ul> <p><b>Literature</b> <u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)</li> </ul> <p><u>Responding to literature</u></p> <ul style="list-style-type: none"> <li>Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)</li> </ul>	<p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Recognise that sentences are key units for expressing ideas (ACELA1435)</li> <li>Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)</li> <li>Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)</li> </ul> <ul style="list-style-type: none"> <li>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</li> </ul> <p><u>Language variation and change</u></p> <ul style="list-style-type: none"> <li>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)</li> <li>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)</li> <li>Understand that some language in written texts is unlike everyday spoken language (ACELA1431)</li> </ul> <p><b>Literacy</b> <u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Construct texts using software including word processing programs (ACELY1654)</li> </ul> <p><b>Literature</b> <u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)</li> </ul> <p><u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Identify some features of texts including events and characters and retell events from a text (ACELT1578)</li> <li>Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)</li> </ul>	<p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Know how to use onset and rime to spell words (ACELA1438)</li> <li>Recognise that sentences are key units for expressing ideas (ACELA1435)</li> <li>Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)</li> </ul> <ul style="list-style-type: none"> <li>Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)</li> <li>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</li> </ul> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)</li> </ul> <p><b>Literacy</b> <u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Produce some lower case and upper case letters using learned letter formations (ACELY1653)</li> </ul> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)</li> </ul> <p><b>Literature</b> <u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)</li> <li>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)</li> </ul> <p><u>Responding to literature</u></p> <ul style="list-style-type: none"> <li>Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)</li> </ul>	<p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Know how to use onset and rime to spell words (ACELA1438)</li> <li>Recognise that sentences are key units for expressing ideas (ACELA1435)</li> <li>Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)</li> </ul> <ul style="list-style-type: none"> <li>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</li> </ul> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)</li> <li>Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)</li> </ul> <p><u>Sound and letter knowledge</u></p> <ul style="list-style-type: none"> <li>Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)</li> <li>Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)</li> </ul> <p><b>Literacy</b> <u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)</li> <li>Produce some lower case and upper case letters using learned letter formations (ACELY1653)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)</li> </ul> <p><b>Literature</b> <u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)</li> </ul> <p><u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)</li> </ul> <p><u>Responding to literature</u></p> <ul style="list-style-type: none"> <li>Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)</li> </ul>
	Language	<p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)</li> </ul> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)</li> </ul> <p><u>Sound and letter knowledge</u></p> <ul style="list-style-type: none"> <li>Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)</li> <li>Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)</li> </ul> <p><u>Language variation and change</u></p> <ul style="list-style-type: none"> <li>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)</li> </ul>	<p><b>Literacy</b> <u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)</li> </ul> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Deliver short oral presentations to peers (ACELY1647)</li> <li>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)</li> <li>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Identify some differences between imaginative and informative texts (ACELY1648)</li> <li>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</li> </ul>	<p><b>Literature</b> <u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Identify some features of texts including events and characters and retell events from a text (ACELT1578)</li> </ul> <p><u>Literature and context</u></p> <ul style="list-style-type: none"> <li>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)</li> </ul> <p><u>Responding to literature</u></p> <ul style="list-style-type: none"> <li>Share feelings and thoughts about the events and characters in texts (ACELT1783)</li> </ul>	
	Unit	<p><b>Enjoying our new world</b> <i>Detailed reads to Joint Re-write</i> of narratives highlighting:</p> <ul style="list-style-type: none"> <li>Change sentences from the book to sentences about the book</li> <li>Change sentences about the characters or events to student opinion about the characters</li> <li>Change sentences about the character events and emotions to student experiences</li> </ul> <p><i>Joint Construction</i> - A 'book talk' style text about each book – teacher scribed with student innovation</p>	<p><b>Enjoying and retelling stories</b> <i>Detailed reads to Joint Re-write</i> of narratives highlighting:</p> <ul style="list-style-type: none"> <li>Time and place words</li> <li>Sequencing events</li> <li>Emotions connected to events</li> </ul> <p><i>Joint Construction</i> Fictional approach – rewrite event over shorter time span Factual approach – make notes for performance of studied text</p>	<p><b>Interacting with others</b> <i>Detailed reads to Joint Re-write</i> of narratives highlighting:</p> <ul style="list-style-type: none"> <li>Rhythm and rhyme</li> <li>Basic plot</li> <li>Character information</li> <li>Ways to describe</li> </ul> <p><i>Joint Construction</i> Fictional approach – innovation on two lines and a performance</p>	<p><b>Responding to texts</b> <i>Detailed reads to Joint Re-write</i> of narratives highlighting:</p> <ul style="list-style-type: none"> <li>Problem/Solution</li> <li>Major events</li> <li>Character reactions</li> <li>Emotions and feelings</li> <li>Structure of a letter</li> </ul> <p><i>Joint Construction</i> Factual approach – notes from a major event in text Fictional approach – letter to a character</p>
Assessment	<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Response to familiar text</li> <li>Spoken presentation - using text content to retell story</li> </ol>	<p><b>Formative</b></p> <ol style="list-style-type: none"> <li>Samples of work that demonstrate – concepts of print, beginning letter/sound knowledge, rhyme, syllables</li> </ol> <p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Written retell of part of a familiar story</li> </ol>	<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Written – innovation of 2 lines of a poem</li> <li>Oral – recite created rhyme</li> <li>Presentation of a personal response to a rhyming story – oral text and poster (written recount)</li> </ol>	<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Written letter to story character</li> <li>Reading Comprehension</li> </ol>	

		Term 1	Term 2	Term 3	Term 4
MATHS	P 5h/ wk	<p><b>Unit 1:</b> Prep students engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p>Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning — students have opportunities to develop understandings of:</p> <p>Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences</p> <p>Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects</p> <p>Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, represent quantities, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals, Location and direction — use positional language to describe location, identify positional opposites, representing locations with models and images.</p>	<p><b>Unit 2:</b> Prep students engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p>Students develop understandings of:</p> <p>Using units of measurement — 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</p> <p>Shape — 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</p> <p>Number and place value — 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</p> <p>Location and transformation — identify and describe pathways, give and follow movement directions, represent movement paths, describe locations</p> <p>Patterns and algebra — copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number.</p> <p><i>Additional Assessment: Teacher developed formative assessment tool.</i></p>	<p><b>Unit 3:</b> Prep students engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p>Students develop understandings of:</p> <p>Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events</p> <p>Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole</p> <p>Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities</p> <p>Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions.</p>	<p><b>Unit 4:</b> Prep students engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p>Students develop understandings of:</p> <p>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</p> <p>Using units of measurement — directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects</p> <p>Location and transformation — describe position, describe direction</p> <p>Shape — describe, name and compare shapes</p> <p>Data representation and interpretation — generate yes/no questions, identify and interpret data collected.</p> <p><i>Additional Assessment: Teacher developed formative assessment tool.</i></p>
	SCIENCE	P 1h/ wk	<p><b>Unit 1: Our living world</b></p> <p>Students use their senses to observe the needs of living things; both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met and there are consequences when needs are not met. They analyse different types of environments and how each provides for needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about some sustainable practices that they could implement to support and protect their local living things.</p>	<p><b>Unit 4: Move it, move it</b></p> <p>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 and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands-on investigations and respond to questions about the factors that influence movement. They share observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p>	<p><b>Unit 3: Weather watch</b></p> <p>Students use their senses 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>
History	P 0.5h/ wk	<p><b>Unit 1: Exploring families</b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>What is my history and how do I know?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>investigate their personal history, particularly family backgrounds and relationships</li> <li>examine the nature of and structure of families</li> <li>recognise similarities and differences between families</li> <li>appreciate diversity within their family and others.</li> </ul> <p>Prep students develop skills and understandings by engaging in activities associated with the five contexts for learning – focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.</p>		<p><b>Unit 2: Tell me a story about the past</b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>What stories do other people tell about the past?</li> <li>How can stories of the past be told and shared?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>identify familiar ways family and friends commemorate past events that are important to them</li> <li>explore the way in which stories of families and the past can be and have been communicated</li> <li>recognise that stories can be prompted by photographs, artefacts, books, oral histories, digital media and museum exhibits that represent past events</li> <li>understand that stories can change over time.</li> </ul> <p>Prep students develop skills and understandings by engaging in activities associated with the five contexts for learning – focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.</p>	
Geography	P 0.5h/ wk	<p><b>Unit 1: What is my place like?</b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>What are places like?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>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</li> <li>develop questions about places they belong to</li> <li>understand that a 'place' has features and a boundary, that can be represented on maps or globes</li> <li>understand that Aboriginal peoples and Torres Strait Islander peoples use special words for the place they live in and belong to</li> <li>observe the visible elements or features of the 'place' they live in and belong to, and record</li> <li>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</li> <li>represent the location and direction of visible elements or features of their place on a pictorial map and model</li> <li>describe their observations of the features of a familiar place, its location and direction, and the reasons for living there</li> </ul>		<p><b>Unit 2: How do we care for special places?</b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>What makes a place special?</li> <li>How can we look after the places we live in?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>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</li> <li>understand that what makes a 'place' special is dependent on how people view the place or use the place</li> <li>pose questions about the meaning places have for people</li> <li>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</li> <li>describe the location of important places using geographical terms such as near and far</li> <li>use sources to identify ways that people care for special places, and record</li> <li>describe special places and the reasons they are special to people</li> <li>reflect on learning to suggest ways they could contribute to the caring of a special place</li> </ul>	
HPE	P 2h/ wk	<p><b>'You can do it' Program (assessed as part of the EYCG)</b></p>		<p><b>Unit 2: Life Education Unit – Harold's Surprise (assessed as part of the EYCG)</b></p> <p>Harold and the class are invited to Possum's party in the park. The class helps Harold to pack healthy picnic food and along the way we encounter various situations relating to:</p> <ul style="list-style-type: none"> <li>seeking help from trusted adults</li> <li>benefits of physical activity</li> <li>body knowledge and self-assertion skills</li> </ul>	

		Term 1	Term 2	Term 3	Term 4
		<b>Physical Activity - Perceptual Motor Program</b> In this unit, students engage in the Perceptual Motor Program to develop gross and fine motor skills.  <b>Physical Activity</b> <b>Unit 1: Aquatics – Water Safety (4 weeks)</b> In this unit, students are introduced to school swimming lesson routines, procedures, rules and pool safety.	<b>Physical Activity - Perceptual Motor Program</b> In this unit, students engage in the Perceptual Motor Program to develop gross and fine motor skills.  <b>Physical Activity</b> <b>Unit 2: Ball Skills, Physical Fitness, Cross Country and Athletics</b> In this unit, students develop the skills of passing, catching, bouncing, and dribbling with balls. They participate in team games such as tunnel ball, leader ball and captain ball to promote health and wellbeing and working as part of a team. Students participate in physical fitness routines to participate in the school Cross-Country (locomotive skills e.g. run, jump) Students continue physical fitness routines to participate in the school Athletics Carnival (locomotive skills e.g. warm-ups, run, jump, sprints, relays, tabloid sports)	<b>Physical Activity - Perceptual Motor Program</b> In this unit, students engage in the Perceptual Motor Program to develop gross and fine motor skills.  <b>Physical Activity</b> <b>Unit 3: Modified Games</b> In this unit, students learn the skills of team playing and participate in various modified and spatial awareness games such as rounders and dodgeball.	<b>Physical Activity - Perceptual Motor Program</b> In this unit, students engage in the Perceptual Motor Program to develop gross and fine motor skills.  <b>Physical Activity</b> <b>Unit 4: Aquatics – Basic Stroke</b> In this unit, students are introduced to water safety and develop confidence, basic stroke and survival skills.
EYCG	P	<b>Early Learning Area</b> Specific focus within the Early Learning areas:			<b>Key Learning Areas</b>
	<b>Active Learning Processes</b>	Thinking	Children think and enquire by:	Generating and discussing ideas and plans and problem solving	<b>TECHNOLOGY</b>
		Investigating	Investigating the natural world	Investigating their ideas about phenomena in the natural world Developing shared understandings about these phenomena	
		Investigating technology		Investigating technology and considering how it affects everyday life	
			Investigating environments	Investigating features of, and ways to sustain environments	
		Imagining and responding	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	<b>THE ARTS</b>
	<b>Social and Personal Learning</b>	Social learning	Children sustain relationships by:	Acknowledging and negotiating rights, roles and responsibilities in a range of contexts Co-operating with others in social contexts	<b>HPE</b>
		Children build understanding about diversity by:	Investigating and communicating positively about the social and cultural practices of people in their community		
Personal Learning		Children build positive sense of self by:	Developing a sense of personal identity as a capable learner Acting with increasing independence and responsibility towards learning and personal organisation		
<b>Health and Physical Learning</b>	Making Healthy Choices		Making choices about their own and others health and safety with increasing independence	<b>HPE</b>	
	Gross Motor	Children build a sense of wellbeing by	Using and extending gross motor skills when integrating movements and using equipment		
	Fine-motor		Using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects		

		Term 1	Term 2	Term 3	Term 4		
1 7h/ wk	ENGLISH	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.</p> <p><b>Productive modes (speaking, writing and creating)</b> Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.</p>					
		<p><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</li> </ul> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)</li> <li>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Understand patterns of repetition and contrast in simple texts (ACELA1448)</li> <li>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Describe some differences between imaginative informative and persuasive texts (ACELY1658)</li> <li>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)</li> </ul> <p><b>Literature</b> <u>Literature and context</u></p> <ul style="list-style-type: none"> <li>Discuss how authors create characters using language and images (ACELT1581)</li> <li>Discuss characters and events in a range of literary texts and share personal responses to these texts making connections with students' own experiences (ACELT1582)</li> </ul> <p><u>Creating literature</u></p> <ul style="list-style-type: none"> <li>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)</li> </ul>	<p><b>INFORMATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</li> <li>Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Describe some differences between imaginative informative and persuasive texts (ACELY1658)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)</li> </ul> <p><b>Literacy</b> <u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)</li> <li>Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)</li> </ul> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)</li> <li>Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)</li> <li>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)</li> </ul>	<p><b>PERSUASIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)</li> </ul> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)</li> </ul> <p><u>Language variation and change</u></p> <ul style="list-style-type: none"> <li>Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)</li> <li>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)</li> </ul>	<p><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455)</li> <li>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)</li> </ul> <p><b>Literacy</b> <u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Describe some differences between imaginative informative and persuasive texts (ACELY1658)</li> </ul> <p><u>Texts in context</u></p> <ul style="list-style-type: none"> <li>Respond to texts drawn from a range of cultures and experiences (ACELY1655)</li> </ul> <p><b>Literature</b> <u>Creating literature</u></p> <ul style="list-style-type: none"> <li>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)</li> </ul> <p><u>Literature and context</u></p> <ul style="list-style-type: none"> <li>Discuss how authors create characters using language and images (ACELT1581)</li> </ul> <p><u>Responding to literature</u></p> <ul style="list-style-type: none"> <li>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)</li> </ul>	<p><b>INFORMATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</li> <li>Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455)</li> </ul> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)</li> <li>Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)</li> </ul> <p><b>Literacy</b> <u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)</li> <li>Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Describe some differences between imaginative informative and persuasive texts (ACELY1658)</li> </ul> <p><b>Literature</b> <u>Creating literature</u></p> <ul style="list-style-type: none"> <li>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)</li> </ul>	<p><b>PERSUASIVE</b></p> <p><b>Language</b> <u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Understand patterns of repetition and contrast in simple texts (ACELA1448)</li> </ul> <p><b>Literacy</b> <u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)</li> <li>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)</li> </ul> <p><u>Texts in context</u></p> <ul style="list-style-type: none"> <li>Respond to texts drawn from a range of cultures and experiences (ACELY1655)</li> </ul> <p><b>Literature</b> <u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)</li> </ul>
		<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)</li> <li>Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is doing or receiving the action?' and the circumstances surrounding the action (ACELA1451)</li> <li>Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)</li> <li>Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)</li> </ul> <p><b>Sound and Letter Knowledge</b></p> <ul style="list-style-type: none"> <li>Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)</li> <li>Recognise sound letter — matches including common vowel and consonant digraphs and consonant blends (ACELA1458)</li> <li>Understand the variability of sound — letter matches (ACELA1459)</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Write using unjoined lower case and upper case letters (ACELY1663)</li> <li>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)</li> <li>Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)</li> <li>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)</li> <li>Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)</li> </ul>	<p><b>Literature</b> <u>Responding to literature</u></p> <ul style="list-style-type: none"> <li>Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)</li> </ul>			
		<p><b>Unit</b></p> <p><b>Exploring how stories work (Unit 2)</b> <i>Detailed reads to Joint Re-write</i> of narratives highlighting:</p> <ul style="list-style-type: none"> <li>Highlight sequence</li> <li>Highlight narrative structures</li> </ul> <p><i>Joint Construction</i></p> <ul style="list-style-type: none"> <li>Factual approach - Simple recount</li> <li>Fictional approach - Simple narratives</li> <li>Personal responses to stories about setting, characters, resolutions</li> </ul>	<p><b>Explaining characters in stories (Unit 3)</b> <i>Detailed reads to Joint Re-write</i> of narratives highlighting:</p> <ul style="list-style-type: none"> <li>Paragraph structure</li> <li>Language for character appearance, behaviour and emotion</li> <li>Evidence from images</li> </ul> <p><i>Joint Construction</i></p> <ul style="list-style-type: none"> <li>Factual approach – making notes on character appearance and actions</li> <li>Fictional approach – re-write for literal and inferred meaning</li> </ul>	<p><b>Personal Opinions about events and characters in Picture books (Unit1)</b> <i>Detailed reads to Joint Re-write</i> of narratives highlighting:</p> <ul style="list-style-type: none"> <li>Verb and noun groups</li> <li>Language to portray emotions</li> <li>Sentence structure</li> </ul> <p><i>Joint Construction</i></p> <ul style="list-style-type: none"> <li>Factual approach – note making to support opinion on book and characters</li> </ul>	<p><b>Retelling cultural stories (Unit 6)</b> <i>Detailed reads to Joint Re-write</i> of cultural stories highlighting:</p> <ul style="list-style-type: none"> <li>source details</li> <li>time and place words</li> <li>major structural events</li> <li>simple and compound sentences</li> </ul> <p><i>Joint Construction</i></p> <ul style="list-style-type: none"> <li>Fictional Approach to re-write a known story</li> <li>Factual Approach to make notes from a cultural story and re-write</li> </ul>	<p><b>Creating digital procedural texts (Unit 7)</b> <i>Detailed reads to Joint Re-write</i> of procedures highlighting:</p> <ul style="list-style-type: none"> <li>noun groups in the materials section</li> <li>Sequence provided by the order of steps</li> <li>Command structure of the steps – when and if this is altered</li> <li>Text structure</li> </ul> <p><i>Joint Construction</i></p> <ul style="list-style-type: none"> <li>Fictional approach to re-write a simple procedure</li> </ul>	<p><b>Personal opinions of poetry (Unit 4)</b> <i>Detailed reads to Joint Re-write</i> of poems highlighting:</p> <ul style="list-style-type: none"> <li>Sentence/poem structure</li> <li>Poetic devices</li> <li>Mood and entertaining features</li> </ul> <p><i>Joint Construction</i></p> <ul style="list-style-type: none"> <li>Fictional approach to create an innovation of poems</li> </ul>
<p><b>Assessment</b></p> <p><b>Formative</b> 1. Written retell of picture book</p> <p><b>Summative</b> 2. Retell through performance</p>	<p><b>Summative</b> 1. Written/scribed interview for reading comprehension 2. Written character description</p>	<p><b>Formative</b> 1. Written/Spoken personal opinion about an event in a picture book</p>	<p><b>Summative</b> 1. Written retell of cultural story</p>	<p><b>Summative</b> 1. Interview – reading comprehension 2. Digital multimodal procedure</p>	<p><b>Summative</b> 1. Written poetry comprehension 2. Poem recitation – oral performance to familiar audience</p>		

		Term 1	Term 2	Term 3	Term 4				
MATHS	1 5h/ wk	<p><b>Unit 1:</b> Students develop understandings of: <b>Number and place value</b> — 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</p> <p><b>Using units of measurement</b> — 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.</p>	<p><b>Unit 2:</b> Students develop understandings of: <b>Number and place value</b> — sequence numbers, represent and record the twos number sequence, investigate doubles, partition and create representations for ten, show partitioning and standard partitioning of 'teen' numbers, represent, position and locate 'teen' numbers, represent and solve simple addition and subtraction problems, investigate commutativity</p> <p><b>Data representation and interpretation</b> — gather data (by asking suitable questions), record data in a list and table, display data (sorting, stacking or by pictorial representation), describe displays</p> <p><b>Chance</b> — identify outcomes of familiar events that involve chance, describe events as 'will happen', 'won't happen' or 'might happen'.</p>	<p><b>Unit 3:</b> Students develop understandings of: <b>Patterns and algebra</b> — investigate repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence</p> <p><b>Number and place value</b> — 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</p> <p><b>Location and transformation</b> — explore and identify location, investigate position, direction and movement, interpret directions</p> <p><b>Fractions and decimals</b> — investigate wholes and halves</p> <p><b>Using units of measurement</b> — explore and telling time to the hour.</p>	<p><b>Unit 4:</b> Students develop understandings of: <b>Shape</b> — investigate the features three-dimensional objects and two-dimensional shapes, describe two-dimensional shapes and three-dimensional objects</p> <p><b>Number and place value</b> — identify addition problems, applying addition strategies, recording subtraction, represent multiples of ten, compare and order numbers, partition two-digit numbers, partitioning to make equal parts, representing and recording counting sequences, describing number patterns</p> <p><b>Money and financial mathematics</b> — explore features of Australian coins.</p>	<p><b>Unit 5:</b> Students develop understandings of: <b>Number and place value</b> — represent and record the fives number sequence, count collections, represent and record two-digit numbers, identify and describe number relationships, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, record and solve simple addition and subtraction problems</p> <p><b>Fractions and decimals</b> — investigate wholes and halves</p> <p><b>Patterns and algebra</b> — recall the ones, twos and tens counting sequences, explore number patterns, represent the fives number sequence</p> <p><b>Using units of measurement</b> — compare, measure and record lengths and capacity.</p>	<p><b>Unit 6:</b> Students develop understandings of: <b>Using units of measurement</b> — describe durations in time, tell time to the half hour</p> <p><b>Number and place value</b> — recall, represent and record the ones, twos, fives &amp; tens number sequence, identify number patterns, count collections, represent &amp; record two-digit numbers, standard place value partitioning of two-digit numbers, identifying digit values, exploring doubling &amp; halving, positioning &amp; locating numbers on linear representations, representing, recording &amp; solving simple subtraction problems</p> <p><b>Money and financial mathematics</b> — recognise, describe, &amp; order Australian coins according to their value</p> <p><b>Location and transformation</b> — give &amp; follow directions, investigate position, direction and movement.</p>	<p><b>Unit 7:</b> Students develop understandings of: <b>Fractions and decimals</b> — identify a half</p> <p><b>Number and place value</b> — count collections beyond 100, skip count in ones, twos, fives &amp; tens, identify missing elements, describe patterns created by skip counting, identify standard place value partitions of two-digit numbers, position &amp; locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10, identify related addition &amp; subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition &amp; subtraction, solve addition &amp; subtraction problems</p> <p><b>Data representation and interpretation</b> — ask suitable questions to collect data, gather &amp; organise data</p> <p><b>Chance</b> — classify events based on chance.</p>	<p><b>Unit 8:</b> Students develop understandings of: <b>Patterns and algebra</b> — investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns</p> <p><b>Number and place value</b> — 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</p> <p><b>Using units of measurement</b> — compare and sequence familiar events in time</p> <p><b>Data representation and interpretation</b> — collect, organise and represent data.</p>
	SCIENCE	1 1h/ wk	<p><b>Unit 1: Living adventure</b></p> <p>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>	<p><b>Unit 4: Light and sound</b></p> <p>Students explore sources of light and sound. 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 useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and communicate their understandings in a variety of ways.</p>	<p><b>Unit 3: Changes around me</b></p> <p>Students describe the observable features of a variety of types of landscapes and skies. They consider changes in the sky and landscape, in particular day and night, and the impact on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p>	<p><b>Unit 2: Material madness</b></p> <p>Students explore materials and describe their properties. They describe the actions they use when making physical changes to a material to make an object for a purpose. Students recognise that the properties of a material affect the physical changes that can be made and the purpose for using a particular material in their everyday lives. They respond to questions, make predictions and investigate the effects of making physical changes to materials and objects through guided investigations. Students sort and record their observations and share these with others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.</p>			
History	1 0.5h/ wk	<p><b>Unit 1: At this moment in time</b></p> <p>Inquiry Question/s:</p> <ul style="list-style-type: none"> <li>How do we describe the sequence of time?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>understand concepts and terms used to describe the passing of time</li> <li>recognise events that happened in the past may be memorable or have personal significance</li> <li>view and discuss sources, such as images, objects and family stories, that have personal significance</li> <li>sequence and describe events of personal significance using terms to describe the passing of time.</li> </ul>	<p><b>Unit 2: Exploring yesterday and today – my grandparents, my parents and me</b></p> <p>Inquiry Question/s:</p> <ul style="list-style-type: none"> <li>How has family life changed or remained the same over time?</li> <li>How can we show that the present is different from or similar to the past?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>explore the differences between family structures and roles today when compared to the recent past</li> <li>consider how family structures and roles have changed over time</li> <li>identify differences and similarities between their daily lives when compared to the childhoods of their parents, grandparents and special older people.</li> </ul>						
Geography	1 0.5h/ wk	<p><b>Unit 1: How do people use places?</b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>How can spaces within a place be rearranged to suit different purposes?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops</li> <li>understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed', for example a building</li> <li>develop questions about places</li> <li>collect and record geographical data and information to identify and describe the natural, constructed and managed features of places</li> <li>collect and record geographical data and information to identify examples of how the features of places are used or described by people differently</li> <li>observe spaces within the school that are arranged for different activities or purposes</li> <li>represent and label spaces within a place on a pictorial map and describe using the language of direction and location</li> <li>respond to questions about the organisation of spaces within a place, including why spaces within a place are used for particular purposes</li> </ul>	<p><b>Unit 2: What are places like?</b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>What are the different features of places?</li> <li>How can we care for places?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>draw on studies at the personal scale, including familiar places for example, the school, local park and local shops</li> <li>understand that weather and climate affect the visible elements or features of a place nearby or far away</li> <li>ask questions using the stems of 'what', 'how' and 'why' to find out about the weather</li> <li>observe the daily and seasonal weather (rainfall, temperatures, sunshine and wind) of a place nearby and far away</li> <li>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</li> <li>reflect on learning to respond to questions about how features of places can be cared for</li> </ul>						
The Arts	1 1h/ wk	<p><b>Unit 1: In The Gallery (QCAA)</b></p> <p>Students create and display a 2D portrait using the visual arts elements of shape and line to express feeling. They reflect on their own work and the work of others.</p>	<p><b>Unit 2: Shape Dance (QCAA)</b></p> <p>Students create and reflect on dance that responds to mathematical shapes and objects.</p>						
HPE	1 2h/ wk	<p><b>Unit 1: Getting On Together (QCAA)</b></p> <p>Children reflect on ways to interact fairly and respectfully through role-play discussion. Unit links to SWPBS 'SOAR'.</p>	<p><b>Unit 2: Life Education Unit – Clued Up</b></p> <p>When Cocky goes missing, Harold, with the help of the class, does some earnest detective work to find him. The components of a healthy lifestyle, including safety with medicines are examined in the search for Cocky. Others issues covered include:</p> <ul style="list-style-type: none"> <li>personal safety</li> <li>syringe safety</li> <li>body knowledge and self-assertion skills</li> </ul>						
		<p><b>Physical Activity</b></p> <p><b>Unit 1: Aquatics – Water Safety</b></p> <p>In this unit, students are introduced to water safety and develop confidence, basic stroke, survival and basic lifesaving skills.</p>	<p><b>Physical Activity</b></p> <p><b>Unit 2: Ball Skills, Physical Fitness, Cross Country and Athletics</b></p> <p>In this unit, students develop the skills of passing (chest, bouncing, dribbling, kicking, shooting), catching, bouncing, and dribbling with balls. They participate in team games such as tunnel ball, leader ball and captain ball to promote health and wellbeing and working as part of a team.</p> <p>Students participate in physical fitness routines to participate in the school Cross-Country (locomotive skills e.g. run, jump)</p> <p>Students continue physical fitness routines to participate in the school Athletics Carnival (locomotive skills e.g. warm-ups, run, jump, sprints, relays, tabloid sports)</p>	<p><b>Physical Activity</b></p> <p><b>Unit 3: Modified Games</b></p> <p>In this unit, students learn the skills of team playing and participate in various modified and spatial awareness games such as rounders and dodgeball.</p>	<p><b>Physical Activity</b></p> <p><b>Unit 4: Aquatics – Basic Stroke</b></p> <p>In this unit, students are introduced to water safety and develop confidence, basic stroke and survival skills. This culminates in the junior school Swimming Carnival.</p>				

		Term 1	Term 2	Term 3	Term 4
Technology	1	<b>Unit 1: Building With Shapes (QCAA)</b> Children investigate how 2D and 3D shapes are used in the built environment and explore their specific characteristics to meet a particular design challenge		<b>Unit 2: Insect Designer (QCAA)</b> Children use the technology process to research, design and make a model insect. Students select materials and techniques, and then select suitable resources to make their first model.	
	0.5/ wk				

		Term 1	Term 2	Term 3	Term 4							
1/2 7h/ wk	ENGLISH	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.</p> <p><b>Productive modes (speaking, writing and creating)</b> Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.</p> <p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p><b>Productive modes (speaking, writing and creating)</b> When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.</p>										
		Curriculum Intent	<p><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Language for interaction</u> • Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461) <u>Expressing and developing ideas</u> • Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) <u>Language for interaction</u> • Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461) <u>Text structure and organisation</u> • Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463) <b>Literacy</b> <u>Interacting with others</u> • Rehearse and deliver short presentations on familiar and new topics (ACELY1667) <u>Interpreting, analysing, evaluating</u> • Identify the audience of imaginative, informative and persuasive texts (ACELT1591) <b>Literature</b> • Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) <u>Responding to literature</u> • Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) <u>Creating literature</u> • Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)</p>	<p><b>INFORMATIVE</b></p> <p><b>Language</b> <u>Text structure and organisation</u> • Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463) <b>Literacy</b> <u>Creating texts</u> • Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674) <u>Interacting with others</u> • Rehearse and deliver short presentations on familiar and new topics (ACELY1667) <u>Interpreting, analysing, evaluating</u> • Identify the audience of imaginative, informative and persuasive texts (ACELY1668) <b>Literature</b> <u>Examining literature</u> • Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592) <u>Responding to literature</u> • Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) <u>Creating literature</u> • Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)</p>	<p><b>PERSUASIVE</b></p> <p><b>Language</b> <u>Language for interaction</u> • Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461) <u>Expressing and developing ideas</u> • Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) <u>Text structure and organisation</u> • Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466) <u>Interpreting, analysing, evaluating</u> • Identify the audience of imaginative, informative and persuasive texts (ACELT1591) <b>Literacy</b> <u>Texts in context</u> • Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) <u>Interpreting, analysing, evaluating</u> • Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) <b>Literature</b> <u>Examining literature</u> • Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) <u>Responding to literature</u> • Compare opinions about characters, events and settings in and between texts (ACELT1589)</p>	<p><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u> • Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) <u>Text structure and organisation</u> • Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466) <u>Interpreting, analysing, evaluating</u> • Identify the audience of imaginative, informative and persuasive texts (ACELY1668) 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imaginative, informative and persuasive texts (ACELY1668) <u>Texts in context</u> • Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) <b>Literature</b> <u>Examining literature</u> • Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) <u>Literature and context</u> • Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587) <u>Responding to literature</u> • Compare opinions about characters, events and settings in and between texts (ACELT1589)</p>	<p><b>PERSUASIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u> • Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) <u>Text structure and 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		Unit	<p><b>Retelling stories of families and friends (Unit 2)</b> <i>Detailed reads to Joint Re-write</i> of narratives and retells highlighting: • Narrative structure • Events and reactions • Characters actions and reactions <i>Joint Construction</i> • Factual approach – make notes from narratives for retell • Fictional approach to re-write a retell of the story using notes</p>	<p><b>Exploring procedural texts (Unit 5)</b> <i>Detailed reads to Joint Re-write</i> of procedures highlighting: • Time and sequence words • Command structure of the steps • Text structure • Noun groups in materials stage <i>Joint Construction</i> • Fictional approach to re-write procedure • Factual approach to re-write a recount of events occurred</p>	<p><b>Detailed reads to Joint Re-write of procedures highlighting:</b> • Time and sequence words • Command structure of the steps • Text structure • Noun groups in materials stage <i>Joint Construction</i> • Fictional approach to re-write procedure Factual approach to re-write a recount of events occurred</p>	<p><b>Exploring plot and characterisation in stories</b> <i>Detailed reads to Joint Re-write</i> of narratives highlighting: • Plot structure • Literal and inferred meaning • Theme of story • Descriptive language to enhance characterisation <i>Joint Construction</i> • Factual approach – make notes to answer comprehension questions • Fictional approach to re-write event in narrative</p>	<p><b>Identifying stereotypes (Unit 3)</b> <i>Detailed reads to Joint Re-write</i> of narratives highlighting: • Character descriptions • Implied meanings of characters • Features of first person narration <i>Joint Construction</i> • Factual approach – make notes from narratives for character description • Fictional approach to re-write event with alternate character</p>	<p><b>Exploring informative texts</b> <i>Detailed reads to Joint Re-write</i> of information report highlighting: • Verb group (and tense) • Noun group (number, classifiers and descriptors) • Adverbial content – where and when <i>Joint Construction</i> • Factual approach – make notes to use in information report • Fictional approach to re-write report</p>				
Assessment	<p><b>Year 2 Formative</b> 1. Listening Comprehension <b>Summative</b> 2. Written retell of a cultural story 3. Present to class</p>	<p><b>Year 1 Formative</b> 1. Written retell of cultural story <b>Summative</b> 2. Retell through performance</p>	<p><b>Year 2 Summative</b> 1. Reading Comprehension 2. Text comparison retrieval chart 3. Written procedure</p>	<p><b>Year 1 Summative</b> 1. Reading Comprehension 2. Text comparison retrieval chart 3. Written procedure</p>	<p><b>Year 2 Summative</b> 1. Reading comprehension 2. Written persuasive response</p>	<p><b>Year 1 Formative</b> 1. Written/Spoken personal opinion about an event in a picture book</p>	<p><b>Year 2 Summative</b> 1. Reading Comprehension 2. Written narrative – add an event to a familiar story</p>	<p><b>Year 1 Summative</b> 1. Written retell of picture book</p>	<p><b>Year 2 Summative</b> 1. Written letter in character defending actions/complaining of treatment</p>	<p><b>Year 1 Summative</b> 1. Written/scribed interview for reading comprehension 2. Written character description</p>	<p><b>Year 2 Summative</b> 1. Reading Comprehension 2. Written information text</p>	<p>Same as Year1</p>

		Term 1	Term 2	Term 3	Term 4
MATHS	1/2 5h/ wk	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li><b>Number and place value (NPV)</b> — sequence numbers, describe growing patterns, 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</li> <li><b>Using units of measurement (UUM)</b> — 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.</li> <li><b>Chance (C)</b> — identify outcomes of familiar events that involve chance, describe events as 'will happen', 'won't happen' or 'might happen'.</li> <li><b>Data representation &amp; interpretation (DRI)</b> — gather data (by asking suitable questions), record data in a list &amp; table, display data (sorting, stacking or by pictorial representation), describe displays</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li><b>Number and place value (NPV)</b> — 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</li> <li><b>Using units of measurement (UUM)</b> — 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</li> <li><b>Chance (C)</b> — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible</li> <li><b>Data representation &amp; interpretation (DRI)</b> — collect simple data, record data in lists &amp; tables, display data in a picture graph, describe outcomes of data investigations</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li><b>Patterns and algebra (PA)</b>— investigate repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence</li> <li><b>Number and place value (NPV)</b> — 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, applying addition strategies, recording subtraction, represent multiples of ten, compare and order numbers, partition two-digit numbers, partitioning to make equal parts, representing and recording counting sequences, describing number patterns</li> <li><b>Location and transformation (LT)</b> — explore and identify location, investigate position, direction and movement, interpret directions</li> <li><b>Fractions and decimals (FD)</b> — investigate wholes and halves</li> <li><b>Using units of measurement (UUM)</b> — explore and telling time to the hour.</li> <li><b>Shape (S)</b> — investigate the features three-dimensional objects and two-dimensional shapes, describe two-dimensional shapes and three-dimensional objects</li> <li><b>Money and financial mathematics (MFM)</b> — explore features of Australian coins</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li><b>Shape (S)</b> — 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.</li> <li><b>Number and place value (NPV)</b> — 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</li> <li><b>Patterns and algebra (PA)</b> — infer pattern rules from familiar number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.</li> <li><b>Fractions and decimals (FD)</b> — 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</li> <li><b>Using units of measurement (UUM)</b> — 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., add and subtract 2-digit numbers, represent multiplication, represent division, solve simple grouping and sharing problems</li> <li><b>Patterns and algebra (PA)</b> — infer pattern rules from familiar number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.</li> <li><b>Fractions and decimals (FD)</b> — 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</li> <li><b>Using units of measurement (UUM)</b> — 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.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li><b>Number and place value (NPV)</b> — count collections, represent &amp; record two-digit numbers, identify &amp; describe number relationships, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, record &amp; solve simple addition &amp; subtraction problems, recall, represent &amp; record the ones, twos, fives &amp; tens number sequence, identify number patterns, represent &amp; record two-digit numbers, standard place value partitioning of two-digit numbers, identify digit values, explore doubling &amp; halving, locate numbers on linear representations, represent, record &amp; solve simple subtraction problems</li> <li><b>Fractions and decimals (FD)</b> — investigate wholes &amp; halves</li> <li><b>Patterns and algebra (PA)</b> — recall the ones, twos &amp; tens counting sequences, explore number patterns, represent the fives number sequence</li> <li><b>Using units of measurement (UUM)</b> — compare, measure &amp; record lengths &amp; capacity, describe durations in time, tell time to the half hour</li> <li><b>Money and financial mathematics (MFM)</b> - recognise, describe, &amp; order Australian coins according to their value</li> <li><b>Location and transformation (LT)</b> - give &amp; follow directions, investigate position, direction &amp; movement.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li><b>Number and place value (NPV)</b> — investigate numbers beyond 100, represent three-digit numbers, compare &amp; order three-digit numbers, partition three-digit numbers, read &amp; write three-digit numbers, recall addition number facts, identify related addition &amp; subtraction facts, add &amp; subtract with two-digit numbers, count to &amp; from 1000, represent 3-digit numbers, compare &amp; order 3-digit numbers, partition 3-digit numbers, read &amp; write 3-digit numbers, recall addition number facts, identify related addition &amp; subtraction number facts, add &amp; subtract with 2-digit numbers, count large collections</li> <li><b>Fractions and decimals (FD)</b> — divide shapes &amp; collections into halves, quarters &amp; eighths, solve simple fraction problems</li> <li><b>Using units of measurement (UUM)</b> — compare &amp; order objects, &amp; measure length, area &amp; capacity using informal units, identify purposes for calendars, explore seasons &amp; calendars of indigenous people</li> <li><b>Location and transformation (LT)</b> — describe the effect of single-step transformations including turns, flips &amp; slides, &amp; identify turns, flips &amp; slides in real world situations.</li> <li><b>Money and financial mathematics (MFM)</b> — count collections of coins &amp; notes, make money amounts, read &amp; write money amounts, compare money amounts</li> <li><b>Shape (S)</b>— identify &amp; describe polygons, identify &amp; describe 2D shapes with curved sides, draw 2D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li><b>Fractions and decimals (FD)</b> — identify a half</li> <li><b>Number and place value (NPV)</b> — count collections beyond 100, skip count in ones, twos, fives and tens, identify missing elements, describe patterns created by skip counting, identify standard place value partitions of two-digit numbers, position and locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10, identify related addition and subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition and subtraction, solve addition and subtraction problems, 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</li> </ul> <p><b>Year 1 (continued)</b></p> <ul style="list-style-type: none"> <li><b>Data representation and interpretation (DRI)</b> — ask suitable questions to collect data, gather, collect, organise and represent data</li> <li><b>Chance (C)</b> — classify events based on chance.</li> <li><b>Patterns and algebra (PA)</b> — investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns</li> <li><b>Using units of measurement (UUM)</b> — compare and sequence familiar events in time</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li><b>Data representation and interpretation (DRI)</b> - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays</li> <li><b>Chance (C)</b> - explore the language of chance, make predictions based on data displays</li> <li><b>Number and place value (NPV)</b> - 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</li> <li><b>Patterns and algebra (PA)</b> - 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.</li> <li><b>Using units of measurement (UUM)</b> - 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, tell time to the quarter hour, 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.</li> <li><b>Location and transformation (LT)</b> — identify half and quarter turns, represent flips and slides, interpret simple maps</li> <li><b>Shape (S)</b> — draw two-dimensional shapes, describe three-dimensional objects</li> <li><b>Fractions and decimals (FD)</b> — identify halves, quarter and eighths of shapes and collections.</li> </ul>
	SCIENCE	1/2 1h/ wk	<p><b>Unit 1: The Living World</b></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. 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><b>Unit 4: Toy World</b></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><b>Unit 3: The Earth and Us</b></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>

		Term 1	Term 2	Term 3	Term 4
History	1/2	<b>Unit 1: Remembering the past</b> Historical Understandings <ul style="list-style-type: none"> <li>Continuity and change</li> <li>Significance</li> </ul> Inquiry questions: <b>YEAR 1</b> How do we describe the sequence of time? <b>YEAR 2</b> 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? In this unit, students will: <ul style="list-style-type: none"> <li>identify familiar ways that family and friends commemorate past events that are important to them</li> <li>explore the way in which stories of families and the past can be and have been communicated</li> <li>recognise that stories can be prompted by photographs, artefacts, books, oral histories, digital media and museums that represent past events</li> <li>develop an understanding of terms indicating the passing of time</li> <li>use terms indicating the passing of time to describe past events and annotate sequenced events</li> <li>identify sites of historical significance in the local community</li> <li>explore the history of significant sites in the local community and examines what they reveal about the past</li> <li>identify continuity and change in significant sites in the local community</li> <li>recognises cultural or spiritual significance associated with the significant sites.</li> </ul>		<b>Unit 2: Comparing the past and the present</b> Historical Understandings <ul style="list-style-type: none"> <li>Continuity and change</li> <li>Cause and effect</li> <li>Perspectives</li> <li>Empathy</li> <li>Significance</li> </ul> Inquiry questions: <b>YEAR 1</b> 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? <b>YEAR 2</b> How have changes in technology shaped our daily life? In this unit, students will: <ul style="list-style-type: none"> <li>investigate their own personal story, including their family background and relationships within their family</li> <li>examine family structures and appreciate that diverse family groups today have commonalities as well as differences</li> <li>consider how family structures and roles have changed over time</li> <li>identify difference and similarities between their daily lives and the childhoods of their parents, grandparents and significant older people</li> <li>examine changes in technology that have occurred over time, to develop an understanding of the impact that technology has had on people's lives.</li> </ul>	
Geography	1/2 1h/ wk	<b>Unit 1: Exploring features of places</b> In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: geography: <ul style="list-style-type: none"> <li>What are places like?</li> <li>What are the different features of places?</li> <li>How can we care for places?</li> <li>How can spaces within a place be rearranged to suit different purposes?</li> <li>What is a place?</li> </ul> The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, and scale. In this unit, students: <ul style="list-style-type: none"> <li>describe and represent the location and direction of features of places on pictorial maps and models</li> <li>use maps to identify the places where people live and belong, such as their home, neighbourhood or rural area, and record the features of each place</li> <li>collect, record and interpret data about the features of places</li> <li>understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed, for example a building</li> <li>record geographical information to identify and describe the natural, constructed and managed features of places</li> <li>identify how places can change and how they can be cared for</li> <li>observe how spaces can be arranged for different activities or purposes</li> <li>draw on representations of the world as geographical divisions, and the location of Australia</li> <li>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</li> <li>represent connections between places by constructing maps and using symbols</li> </ul>		<b>Unit 2: How people are connected to places and how places can be cared for</b> In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: Geography: <b>Year One</b> <ul style="list-style-type: none"> <li>What are the different features of places?</li> <li>How can we care for places?</li> </ul> <b>Year Two</b> <ul style="list-style-type: none"> <li>How are people connected to their place and other places?</li> <li>What factors affect my connection to places?</li> </ul> The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, and scale. In this unit, students: <ul style="list-style-type: none"> <li>draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops</li> <li>draw on studies local places within Australia and other places throughout the world</li> <li>understand that what makes a 'place' special is dependent on how people view the place or use the place</li> <li>describe special places and the reasons they are special to people</li> <li>pose questions about the meaning places have for people and ways of caring for special places</li> <li>respond to questions to find out about the features of places, the activities that occur in places and the care of places</li> <li>understand that weather and climate affect the visible elements or features of a place nearby or far away</li> <li>observe the daily and seasonal weather (rainfall, temperatures, sunshine, wind, snow) of a place nearby and far away</li> <li>examine the ways in which other cultures, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places</li> <li>examine geographical data and information, such as the stories of Aboriginal peoples and Torres Strait Islander peoples, to understand the unique connections Aboriginal peoples and Torres Strait Islander peoples have to Country/Place</li> <li>use sources to identify ways that people care for special places</li> <li>reflect on learning to suggest ways they could contribute to the care of a special place.</li> <li>collect and record geographical data and information, for example, a survey or interview, to identify the ways people are connected to other places and factors influencing those connections</li> </ul>	
The Arts	1/2 1h/ wk	<b>Unit 1: Ready, Set, Action (QCAA)</b> Students create, perform and respond to dance works that use action words and pictures as stimulus.		<b>Unit 2: Let's Create a Picture (QCAA)</b> Children use visual arts elements to create a 2-D illustration of a descriptive sentence.	
HPE	1/2 2h/ wk	<b>Unit 1: Getting On Together (QCAA)</b> Children reflect on ways to interact fairly and respectfully through role-play discussion. Unit links to SWPBS 'SOAR'.		<b>Unit 2: Life Education Unit – Mystery Tour</b> Harold invites the class to attend a mystery tour in a special bus. On a humorous journey they visit a variety of places including The Full Body Experience, a beach and a waterslide. They discuss issues and engage in activities centred on: <ul style="list-style-type: none"> <li>the function of internal body parts e.g. heart, lungs</li> <li>safety in public places</li> <li>safe use and storage of medicines</li> <li>appropriate remedies for illness</li> <li>exploring strategies to manage feelings and emotions</li> </ul>	

		Term 1	Term 2	Term 3	Term 4
		<b>Physical Activity</b> <b>Unit 1: Aquatics - Safety</b> In this unit, students are introduced to water safety and develop confidence, basic stroke, kicking, breathing, basic arm, increasing distance of stroke and survival and lifesaving skills. Students are introduced to new strokes (e.g. breaststroke).	<b>Physical Activity</b> <b>Unit 2: Ball Skills, Physical Fitness, Cross Country and Athletics</b> In this unit, students develop the skills of passing (chest, bouncing, dribbling, kicking, shooting), catching, bouncing, and dribbling with various sized balls. They participate in team games such as tunnel ball, leader ball and captain ball to promote health and wellbeing and working as part of a team. Students participate in physical fitness routines to participate in the school Cross-Country (locomotive skills e.g. run, jump) Students continue physical fitness routines to participate in the school Athletics Carnival (locomotive skills e.g. warm-ups, run, jump, sprints, relays, throwing events, tabloid sports)	<b>Physical Activity</b> <b>Unit 3: Modified Games</b> In this unit, students learn the skills of team playing and participate in various modified and spatial awareness games such as rounders and dodgeball.	<b>Physical Activity</b> <b>Unit 4: Aquatics – Basic Stroke</b> In this unit, students are introduced to water safety and develop confidence, basic stroke and survival skills. This culminates in the junior school Swimming Carnival.
Technology	1/2 0.5/ wk	<b>Unit 2: Let's Celebrate (QCAA)</b> Students investigate celebrations & relevant decorations. They will also examine the materials, tools & techniques most appropriate to the purpose before designing, making & reflecting on the product.		<b>Unit 1: Boat Buddies (OS)</b> Students respond to the text 'Toy Boat' by Randell de Se've by designing, making, evaluating and reflecting on a toy boat that moves on the water. Students will use the actions and interactions of technology practice - investigation, ideation, production and evaluation - with the view of developing a product that meets a design brief. Students will investigate boats & how they stay afloat. They use this field knowledge & the technology practice to build a boat out of recycled materials and test it for floatability.	

		Term 1	Term 2	Term 3	Term 4								
2 7h/ wk	ENGLISH	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p><b>Productive modes (speaking, writing and creating)</b> When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.</p>											
		<p><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)</li> </ul> <p><u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</li> </ul> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)</li> </ul> <p><b>Literacy</b> <u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Rehearse and deliver short presentations on familiar and new topics (ACELY1667)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Identify the audience of imaginative, informative and persuasive texts (ACELY1668)</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</li> </ul> <p><u>Responding to literature</u></p> <ul style="list-style-type: none"> <li>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)</li> </ul> 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language is used to present these features in different ways (ACELT1591)</li> </ul> <p><u>Literature and context</u></p> <ul style="list-style-type: none"> <li>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)</li> </ul> <p><u>Responding to literature</u></p> <ul style="list-style-type: none"> <li>Compare opinions about characters, events and settings in and between texts (ACELT1589)</li> </ul>		<p><b>INFORMATIVE</b></p> <p><b>Language</b> <u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)</li> </ul> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)</li> </ul> <p><b>Literacy</b> <u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)</li> </ul> <p><u>Texts in context</u></p> <ul style="list-style-type: none"> <li>Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)</li> </ul> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Rehearse and deliver short presentations on familiar and new topics (ACELY1667)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Identify the audience of imaginative, informative and persuasive texts (ACELY1668)</li> </ul>	
		<p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472)</li> <li>Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)</li> <li>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions (ACELA1467)</li> <li>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)</li> <li>Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)</li> </ul> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)</li> </ul> <p><u>Language variation and change</u></p> <ul style="list-style-type: none"> <li>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)</li> </ul> <p><u>Sound and letter knowledge</u></p> <ul style="list-style-type: none"> <li>Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA1474)</li> <li>Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)</li> <li>Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)</li> </ul>											
		<p><b>Literacy</b> <u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)</li> <li>Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)</li> <li>Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)</li> </ul> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)</li> <li>Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)</li> </ul> <p><u>Identifying, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)</li> <li>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures</li> </ul>											
<p><b>Unit</b></p> <p><u>Retelling stories of families and friends (Unit 2)</u></p> <p><i>Detailed reads to Joint Re-write of narratives and retells highlighting:</i></p> <ul style="list-style-type: none"> <li>Narrative structure</li> <li>Events and reactions</li> <li>Characters actions and reactions</li> </ul> <p><u>Joint Construction</u></p> <ul style="list-style-type: none"> <li>Factual approach – make notes from narratives for retell</li> <li>Fictional approach to re-write a retell of the story using notes</li> </ul>		<p><u>Exploring procedural texts (Unit 5)</u></p> <p><i>Detailed reads to Joint Re-write of procedures highlighting:</i></p> <ul style="list-style-type: none"> <li>Time and sequence words</li> <li>Command structure of the steps</li> <li>Text structure</li> <li>Noun groups in materials stage</li> </ul> <p><u>Joint Construction</u></p> <ul style="list-style-type: none"> <li>Fictional approach to re-write procedure</li> <li>Factual approach to re-write a recount of events occurred</li> </ul>		<p><u>Responding persuasively to narratives (Unit 4)</u></p> <p><i>Detailed reads to Joint Re-write of procedures highlighting:</i></p> <ul style="list-style-type: none"> <li>Time and sequence words</li> <li>Command structure of the steps</li> <li>Text structure</li> <li>Noun groups in materials stage</li> </ul> <p><u>Joint Construction</u></p> <ul style="list-style-type: none"> <li>Fictional approach to re-write procedure</li> <li>Factual approach to re-write a recount of events occurred</li> </ul>		<p><u>Exploring plot and characterisation in stories</u></p> <p><i>Detailed reads to Joint Re-write of narratives highlighting:</i></p> <ul style="list-style-type: none"> <li>Plot structure</li> <li>Literal and inferred meaning</li> <li>Theme of story</li> <li>Descriptive language to enhance characterisation</li> </ul> <p><u>Joint Construction</u></p> <ul style="list-style-type: none"> <li>Factual approach – make notes to answer comprehension questions</li> <li>Fictional approach to re-write event in narrative</li> </ul>		<p><u>Identifying stereotypes (Unit 3)</u></p> <p><i>Detailed reads to Joint Re-write of narratives highlighting:</i></p> <ul style="list-style-type: none"> <li>Character descriptions</li> <li>Implied meanings of characters</li> <li>Features of first person narration</li> </ul> <p><u>Joint Construction</u></p> <ul style="list-style-type: none"> <li>Factual approach – make notes from narratives for character description</li> <li>Fictional approach to re-write event with alternate character</li> </ul>		<p><u>Exploring informative texts</u></p> <p><i>Detailed reads to Joint Re-write of information report highlighting:</i></p> <ul style="list-style-type: none"> <li>Verb group (and tense)</li> <li>Noun group (number, classifiers and describers)</li> <li>Adverbial content – where and when</li> </ul> <p><u>Joint Construction</u></p> <ul style="list-style-type: none"> <li>Factual approach – make notes to use in information report</li> <li>Fictional approach to re-write report</li> </ul>			
<p><b>Assessment</b></p> <p><b>Formative</b></p> <ol style="list-style-type: none"> <li>Listening Comprehension</li> </ol> <p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Written retell of a cultural story</li> <li>Present to class</li> </ol>		<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Reading Comprehension</li> <li>Text comparison retrieval chart</li> <li>Written procedure</li> </ol>		<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Reading comprehension</li> <li>Written persuasive response</li> </ol>		<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Reading Comprehension</li> <li>Written narrative – add an event to a familiar story</li> </ol>		<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Written letter in character defending actions/complaining of treatment</li> </ol>		<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Reading Comprehension</li> <li>Written information text</li> </ol>			

		Term 1	Term 2	Term 3	Term 4				
MATHS	2 5h/ wk	<p><b>Unit 1:</b> Students 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 non-standard 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>	<p><b>Unit 2:</b> Students develop understandings of: Number and place value — represent 2-digit numbers, partition 2-digit numbers, round numbers to the nearest ten, add strings of single-digit numbers, add and subtract 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems Data representation and interpretation — collect simple data e.g. sort and count, observe events, ask questions, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.</p>	<p><b>Unit 3:</b> Students 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, 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. Using units of measurement — use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour.</p>	<p><b>Unit 4:</b> Students develop understandings of: Number and place value — recall addition number facts, identify related subtraction number facts, describe part-part-whole relationships, solve addition &amp; subtraction problems, add and subtract 2-digit numbers, represent multiplication, represent division, solve simple grouping &amp; sharing problems Location and transformation — 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 — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins &amp; notes Using units of measurement — cover surfaces to represent area, compare area of shapes &amp; surfaces, measure area with informal units.</p>	<p><b>Unit 5:</b> Students develop understandings of: Number and place value — Investigating numbers 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 facts, add and subtract with two-digit numbers Fractions and decimals — 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>	<p><b>Unit 6:</b> Students develop understandings of: Number and place value — count to &amp; from 1000, represent 3-digit numbers, compare &amp; order 3-digit numbers, partition 3-digit numbers, read &amp; write 3-digit numbers, recall addition number facts, identify related addition &amp; subtraction number facts, add &amp; subtract with 2-digit numbers, count large collections Money and financial mathematics — count collections of coins &amp; notes, make money amounts, read &amp; write money amounts, compare money amounts Using units of measurement — identify purposes for calendars, explore seasons &amp; calendars Shape — identify &amp; describe polygons, identify &amp; describe 2D shapes with curved sides, draw 2D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment.</p>	<p><b>Unit 7:</b> Students develop understandings of: 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 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 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>	<p><b>Unit 8:</b> Students develop understandings of: Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps Using units of measurement — tell time to the quarter hour, 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 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>
	2 1h/ wk	<p><b>Unit 3: Good to grow</b> Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage and investigate how the needs are met. They consider the relevance of this knowledge to their everyday lives, including when caring for living things in the environment. They observe a class animal and plant and conduct other investigations, responding to questions and making predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p>	<p><b>Unit 2: Toy factory</b> Students understand how a push or pull affects how an object moves or changes shape and investigate and explain how pushes and pulls cause movement in objects used in their daily lives. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved. 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 how pushes and pulls can be used to change the movement of a toy or object they create.</p>	<p><b>Unit 4: Save planet Earth</b> Students investigate Earth's resources. They describe 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. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p>	<p><b>Unit 1: Mix, make and use</b> Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about and describing changes to familiar objects and materials. They describe changes made to materials when combining them to make an object which has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p>				
History	2 0.5h/ wk	<p><b>Unit 1: Exploring the impact of changing technology on people's lives</b> Inquiry question/s:  <ul style="list-style-type: none"> <li>How have changes in technology shaped our daily life?</li> </ul>           Students:           <ul style="list-style-type: none"> <li>investigate continuity and change in technology used in the home, for example, toys or household products</li> <li>compare and contrast features of objects from the past and present</li> <li>sequence key developments in the use of a particular object in daily life over time</li> <li>pose questions about objects from the past and present</li> </ul>           describe ways technology has impacted on peoples' lives making them different from those of previous generations.</p>		<p><b>Unit 2: Exploring my local community</b> Inquiry questions:  <ul style="list-style-type: none"> <li>What aspects of the past can you see today? What do they tell us?</li> <li>What remains of the past are important to the local community? Why?</li> </ul>           Students:           <ul style="list-style-type: none"> <li>identify and explore a site of historical significance in the local community</li> <li>describe what the site reveals about the past and its importance today</li> <li>pose questions about the past</li> <li>use sources provided to answer these questions</li> </ul> <b>use the information gathered to develop a narrative about the past.</b></p>					
	2 0.5h/ wk	<p><b>Unit 1: What is the story of my place?</b> Inquiry question:  <ul style="list-style-type: none"> <li>What is a place?</li> </ul>           Students:           <ul style="list-style-type: none"> <li>draw on representations of the world as geographical divisions, and the location of Australia</li> <li>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</li> <li>develop questions about places</li> <li>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</li> <li>use a globe, map or other geographical tool to locate and name the continents, oceans, Equator, and North and South poles</li> <li>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</li> <li>represent connections between places by constructing a map and using symbols</li> <li>describe the location and direction of a place</li> </ul> </p>		<p><b>Unit 2: How are people and places connected?</b> Inquiry questions:  <ul style="list-style-type: none"> <li>How are people connected to their place and other places?</li> <li>What factors affect my connection to places?</li> </ul>           Students:           <ul style="list-style-type: none"> <li>draw on studies local places within Australia and other places throughout the world</li> <li>understand that a place is connected to other places, and people are connected to their place and places throughout the world</li> <li>understand connection between places throughout the world are affected by distance and accessibility</li> <li>pose questions about the connections between places using the stems of 'what do I feel', 'what would it be like to' or 'what effect'</li> <li>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</li> <li>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 and heritage.</li> <li>compare the influence of purpose, distance and accessibility on connections between people and places over time</li> <li>respond with ideas on how connections with a place often enable higher levels of care for a place</li> </ul> </p>					
The Arts	2 1h/ wk	<p><b>Unit 1: Ready, Set, Action (QCAA)</b> Students create, perform and respond to dance works that use action words and pictures as stimulus.</p>		<p><b>Unit 2: Let's Create a Picture (QCAA)</b> Children use visual arts elements to create a 2-D illustration of a descriptive sentence.</p>					

		Term 1	Term 2	Term 3	Term 4
HPE	2 2h/ wk	<b>Unit 1: Personal Hygiene Plan (QCAA)</b> Students create and explain a collage of a personal hygiene plan.		<b>Unit 2: Life Education Unit – Mystery Tour</b> Harold invites the class to attend a mystery tour in a special bus. On a humorous journey they visit a variety of places including The Full Body Experience, a beach and a waterslide. They discuss issues and engage in activities centred on: <ul style="list-style-type: none"> <li>• the function of internal body parts e.g. heart, lungs</li> <li>• safety in public places</li> <li>• safe use and storage of medicines</li> <li>• appropriate remedies for illness</li> <li>• exploring strategies to manage feelings and emotions</li> </ul>	
		<b>Physical Activity</b> <b>Unit 1: Aquatics - Safety</b> In this unit, students are introduced to water safety and develop confidence, basic stroke, kicking, breathing, basic arm, increasing distance of stroke and survival and lifesaving skills. Students are introduced to new strokes (e.g. breaststroke).	<b>Physical Activity</b> <b>Unit 2: Ball Skills, Physical Fitness, Cross Country and Athletics</b> In this unit, students develop the skills of passing (chest, bouncing, dribbling, kicking, shooting), catching, bouncing, and dribbling with various sized balls. They participate in team games such as tunnel ball, leader ball and captain ball to promote health and wellbeing and working as part of a team. Students participate in physical fitness routines to participate in the school Cross-Country (locomotive skills e.g. run, jump) Students continue physical fitness routines to participate in the school Athletics Carnival (locomotive skills e.g. warm-ups, run, jump, sprints, relays, throwing events, tabloid sports)	<b>Physical Activity</b> <b>Unit 3: Modified Games</b> In this unit, students learn the skills of team playing and participate in various modified and spatial awareness games such as rounders and dodgeball.	<b>Physical Activity</b> <b>Unit 4: Aquatics – Basic Stroke</b> In this unit, students are introduced to water safety and develop confidence, basic stroke and survival skills. This culminates in the junior school Swimming Carnival.
Technology	2 0,5/ wk	<b>Unit 2: Let's Celebrate (QCAA)</b> Students investigate celebrations & relevant decorations. They will also examine the materials, tools & techniques most appropriate to the purpose before designing, making & reflecting on the product.		<b>Unit 1: Boat Buddies (OS)</b> Students respond to the text 'Toy Boat' by Randell de Se've by designing, making, evaluating and reflecting on a toy boat that moves on the water. Students will use the actions and interactions of technology practice - investigation, ideation, production and evaluation - with the view of developing a product that meets a design brief. Students will investigate boats & how they stay afloat. They use this field knowledge & the technology practice to build a boat out of recycled materials and test it for floatability.	

		Term 1	Term 2	Term 3	Term 4								
3 7h/ wk	ENGLISH	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.</p> <p><b>Productive modes (speaking, writing and creating)</b> Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.</p>											
		<p><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)</li> </ul> <p><b>Literacy</b> <u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</li> </ul> <p><b>Literature</b> <u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)</li> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</li> </ul> <p><u>Creating literature</u></p> <ul style="list-style-type: none"> <li>Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</li> </ul>		<p><b>PERSUASIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</li> </ul> <p><u>Language variation and change</u></p> <ul style="list-style-type: none"> <li>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</li> </ul> <p><u>Language for interaction</u></p> <ul style="list-style-type: none"> <li>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)</li> </ul> <p>Examine how evaluative language can be varied to be more or less forceful (ACELA1477)</p> <p><b>Literacy</b> <u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</li> </ul> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</li> <li>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</li> <li>Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</li> </ul> <p><u>Texts in context</u></p> <ul style="list-style-type: none"> <li>Identify the point of view in a text and suggest alternative points of view (ACELY1675)</li> </ul>		<p><b>INFORMATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</li> </ul> <ul style="list-style-type: none"> <li>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)</li> <li>Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)</li> </ul> <p><b>Literacy</b> <u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</li> </ul> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</li> <li>Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</li> </ul> <p><b>Literature</b> <u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)</li> </ul>		<p><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)</li> </ul> <p><u>Language variation and change</u></p> <ul style="list-style-type: none"> <li>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</li> </ul> <p><b>Literacy</b> <u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</li> </ul> <p><u>Texts in context</u></p> <ul style="list-style-type: none"> <li>Identify the point of view in a text and suggest alternative points of view (ACELY1675)</li> </ul> <p><b>Literature</b> <u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)</li> </ul> <p><u>Literature and context</u></p> <ul style="list-style-type: none"> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</li> </ul> <p><u>Creating literature</u></p> <ul style="list-style-type: none"> <li>Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</li> </ul>		<p><b>INFORMATIVE</b></p> <p><b>Language</b> <u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Identify the features of online texts that enhance navigation (ACELA1790)</li> <li>Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)</li> </ul> <p><b>Literacy</b> <u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)</li> </ul> <p><u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</li> <li>Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</li> </ul> <p><b>Literature</b> <u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)</li> </ul>		<p><b>PERSUASIVE</b></p> <p><b>Language</b> <u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Identify the features of online texts that enhance navigation (ACELA1790)</li> <li>Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)</li> <li>Identify the features of online texts that enhance navigation (ACELA1790)</li> </ul> <p><b>Literacy</b> <u>Interacting with others</u></p> <ul style="list-style-type: none"> <li>Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</li> <li>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</li> </ul> <p><b>Literature</b> <u>Examining literature</u></p> <ul style="list-style-type: none"> <li>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)</li> <li>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)</li> <li>Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</li> </ul>	
		<p><b>Language</b> <u>Expressing and developing ideas</u></p> <ul style="list-style-type: none"> <li>Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)</li> <li>Recognise high-frequency sight words (ACELA1486)</li> <li>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)</li> </ul> <p><u>Text structure and organisation</u></p> <ul style="list-style-type: none"> <li>Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)</li> <li>Understand that paragraphs are a key organisational feature of written texts (ACELA1479)</li> <li>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)</li> </ul>		<p><b>Literacy</b> <u>Creating texts</u></p> <ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)</li> <li>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)</li> <li>Write using joined letters that are clearly formed and consistent in size (ACELY1684)</li> </ul> <p><u>Interpreting, analysing, evaluating</u></p> <ul style="list-style-type: none"> <li>Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting</li> <li>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)</li> </ul>		<p><b>Literature</b> <u>Responding to literature</u></p> <ul style="list-style-type: none"> <li>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</li> </ul>							
<p><b>Unit</b></p> <p><u>Investigating Characters (Unit 2)</u></p> <p><i>Detailed reads to Joint Re-write of Matty Forever highlighting:</i></p> <ul style="list-style-type: none"> <li>Verb and noun groups describing character traits</li> <li>Character reactions</li> <li>Stage and phase structures</li> <li>Character thoughts and feelings</li> </ul> <p><i>Joint Construction</i></p> <ul style="list-style-type: none"> <li>Fictional approach of narrative to change event</li> </ul>		<p><u>Analysing and Creating a persuasive text (Unit 1)</u></p> <p><i>Detailed reads to Joint Re-write of news reports and arguments highlighting:</i></p> <ul style="list-style-type: none"> <li>Persuasive devices</li> <li>Text structure</li> <li>Modality in text</li> <li>Point of view</li> </ul> <p><i>Joint Construction</i></p> <ul style="list-style-type: none"> <li>Fictional approach to re-write an argument</li> <li>Factual approach – note making on content of news article</li> </ul>		<p><u>Investigating Procedures (Unit 4)</u></p> <p><i>Detailed reads to Joint Re-write of Fantastic Mr Fox highlighting:</i></p> <ul style="list-style-type: none"> <li>Grammatical structures</li> <li>Noun groups</li> <li>Attitudinal lexis</li> <li>Titles, name and descriptions</li> </ul> <p><i>Joint Construction</i></p> <p>Fictional approach of narrative to create a script for performance</p>		<p><u>Imaginative texts from different cultures (Unit 6)</u></p> <p><i>Detailed reads to Joint Re-write of Kumiko and the Dragon highlighting:</i></p> <ul style="list-style-type: none"> <li>Setting details</li> <li>Character details</li> <li>Vocabulary to describe distance, colour, size, spatial relationships in illustrations</li> <li>Sequence and structure of the plot</li> </ul> <p><i>Joint Construction</i></p> <p>Fictional approach change the setting description to change the mood and character feeling</p>		<p><u>Engaging with poetry (Unit 7)</u></p> <p><i>Detailed reads to Joint Re-write of poetry highlighting:</i></p> <ul style="list-style-type: none"> <li>Mood created through description of setting</li> <li>Use of imagery (focus on adjectives)</li> <li>Rhyme and rhythm</li> <li>Onomatopoeia and alliteration</li> <li>Presenting poetry – tone, pace, pitch and volume <b>and rhythm</b></li> </ul> <p><i>Joint Construction</i></p> <p>Fictional approach - Change the mood of one of the first two stanzas through the description of setting and imagery.</p>		<p><u>Exploring Personal Experiences through events (Unit 3)</u></p> <p><i>Detailed reads to Joint Re-write of biographies and persuasive letters highlighting:</i></p> <ul style="list-style-type: none"> <li>Character emotions and actions about topic</li> <li>Text structure</li> <li>Persuasive devices</li> </ul> <p><i>Joint Construction</i></p> <p>Fictional approach of narrative and letter to explore emotions and connection to family and persuasive elements</p> <p>Factual approach – note making to provide arguments</p>			
<p><b>Assessment</b></p> <p><b>Formative</b></p> <ol style="list-style-type: none"> <li>Expressing a point of view</li> </ol> <p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Write a new chapter for the novel</li> </ol>		<p><b>Formative</b></p> <ol style="list-style-type: none"> <li>Reading comprehension</li> </ol> <p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Written persuasive text</li> </ol>		<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Reading Comprehension</li> <li>Written procedure</li> <li>Oral – dialogue presentation of a procedure</li> </ol>		<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Comprehending traditional stories</li> <li>Written retell from alternative perspective</li> </ol>		<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Reading Comprehension</li> <li>Writing and presenting poetry</li> </ol>		<p><b>Summative</b></p> <ol style="list-style-type: none"> <li>Written persuasive letter</li> <li>Reading Comprehension</li> </ol>			

	Term 1	Term 2	Term 3	Term 4				
<b>MATHS</b>	<p><b>3 5h/ wk</b></p> <p>Unit 1: Students develop understandings of: Number and place value — count to 1000 and beyond, 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), match number representations, add and subtract 2-digit and 3-digit numbers Using units of measurement — interpret and use a calendar, tell time to 5 minute intervals, measure length with non-standard units, represent a metre, measure with metres.</p>	<p>Unit 2: Students develop understandings of: Number and place value — recall multiplication number facts and related division facts, represent multiplication and division, double 2-digit numbers, solve simple multiplication and division problems, recall addition number facts and related subtraction facts, add and subtract 2-digit and 3-digit numbers Data representation and interpretation — collect data (by observing events, asking questions, conducting experiments), record data in lists and tables, display data as a picture or simple column graph, describe outcomes of data investigations Chance — identify every day events that involve chance, conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments Using units of measurement — identify the need for standard units, represent one metre, measure in meters.</p>	<p>Unit 3: Students develop understandings of: Shape — identify and describe the features of familiar three-dimensional objects, make models of 3D objects Number and place value — represent 3-digit numbers, compare &amp; order 3-digit numbers, partition 3-digit numbers into place value parts, use place value to add &amp; subtract numbers, consolidate familiar counting sequences, investigate odd &amp; even numbers, recall multiplication number facts, represent multiplication &amp; division, double &amp; halve multiples of ten, solve simple problems involving multiplication &amp; division. Patterns and algebra — infer pattern rules from familiar number patterns, identify &amp; continue additive number patterns, identify missing elements in number patterns Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters &amp; eighths of shapes &amp; collections, represent thirds of shapes &amp; collections, describe the connection between halves, fourths (quarters) &amp; eighths, solve simple number problems involving fractions.</p>	<p>Unit 4: Students develop understandings of: Number and place value — represent, compare and order 3-digit numbers, partition 3-digit numbers, investigate 1000, count to &amp; beyond 1000, add &amp; subtract 2-digit &amp; 3-digit numbers, solve addition &amp; subtraction word problems Location and transformation — represent positions on a simple grid map, show full, half &amp; quarter turns on a grid map, describe positions in relation to key features, represent movement &amp; 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 and financial mathematics — count collections of coins &amp; notes, make &amp; match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.</p>	<p>Unit 5: Students 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 non-symmetrical.</p>	<p>Unit 6: Students 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.</p>	<p>Unit 7: Students 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, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems 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 Location and transformation — represent symmetry, interpret simple maps and plans 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.</p>	<p>Unit 8: Students develop understandings of: Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations Shape — make models of three-dimensional objects, sort and describe three-dimensional objects with curved surfaces Money and financial mathematics — represent money values in multiple ways, count 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, investigate the relationship between units of time 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.</p>
<b>SCIENCE</b>	<p><b>3 1.75 h/ wk</b></p> <p><b>Unit 1: Is it living?</b> Students understand what constitutes a living thing and that they can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once-living things. Students understand that science involves making predictions and describing patterns and relationships with reference to living things. They make predictions, observations and record data about living and non-living things in their local environment, offering explanations for their findings. Students recognise the use of this science knowledge in their lives and how this knowledge helps people understand the effect of their actions.</p>	<p><b>Unit 3: Hot stuff</b> Students investigate how heat is produced and the behaviour of heat when it transfers from an object or area to another. They identify that heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer. Students identify that heat transfers from warmer areas to cooler areas. They consider everyday questions about heat and conduct a range of investigations to solve them. Students plan and conduct investigations about heat and heat transfer and will collect data safely using appropriate equipment to record formal measurements. They 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 identify the importance of science investigations to respond to questions.</p>	<p><b>Unit 2: Spinning Earth</b> Students investigate the effect of the Earth's rotation on its axis in relation to the position of the sun. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. Students consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of the Earth's rotation. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples used knowledge of the Earth's movement in their traditional lives. Students explore the relationship between the sun and the Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.</p>	<p><b>Unit 4: What's the matter?</b> Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including posing questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students identify that science is involved in describing patterns and relationships in the way solids and liquids behave. They recognise that Aboriginal peoples and Torres Strait Islander peoples traditionally used knowledge of solids and liquids in their everyday lives.</p>				
<b>History</b>	<p><b>3 1h/ wk</b></p> <p><b>Unit 1: Investigating celebrations, commemorations and community diversity</b> Inquiry question/s:  <ul style="list-style-type: none"> <li>How and why do people choose to remember significant events of the past?</li> <li>What is the nature of the contribution made by different groups and individuals in the community?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world</li> <li>examine the historical origins of celebrations and commemorations</li> <li>examine the contributions made by different cultural groups to the development and character of the local community</li> </ul>           understand the value of learning about the cultures, languages and beliefs of others.</p>		<p><b>Unit 2: Exploring continuity and change in local communities</b> Inquiry questions:  <ul style="list-style-type: none"> <li>Who lived here first and how do we know?</li> <li>How has our community changed? What features have been lost and what features have been retained?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>locate information in sources to discover who were the first people to live in Australia</li> <li>locate information in sources to investigate the importance of Country and Place to particular Aboriginal and Torres Strait Islander language groups</li> </ul> <b>research aspects of life in Queensland (specifically transport, natural and built environment and work) to identify continuity and change over time.</b></p>					
<b>Geography</b>	<p><b>3 1h/ wk</b></p> <p><b>Unit 1: Exploring similarities and differences in places near and far</b> Inquiry question/s:  <ul style="list-style-type: none"> <li>What would it be like to live in a neighbouring country?</li> <li>How and why are places similar and different?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>draw on studies at the local scale, including representations of Australia and the location of Australia's neighbouring countries</li> <li>understand the different climate types and their influence on the characteristics of places</li> <li>review unit inquiry questions</li> <li>recognise that a 'place' is a form of bounded space with each place having a location on the surface of the Earth</li> <li>recognise places important to Aboriginal peoples and Torres Strait peoples and how they are represented</li> <li>collect and record data and information to identify similarities and differences between the climates of different places</li> <li>identify the environmental and human characteristics of schools in Australia and Australia's neighbouring countries using sources such as photographs, stories and maps</li> <li>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</li> <li>represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point</li> <li>identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries</li> </ul> </p>		<p><b>Unit 2: Protecting places near and far</b> Inquiry questions:  <ul style="list-style-type: none"> <li>How do people's feelings about places influence their views about the protection of places?</li> <li>How and why are places similar and different?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>draw on studies at the local scale in Australia and its neighbouring countries</li> <li>recognise the connections between people and places</li> <li>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</li> <li>pose questions for investigating a place of significance in Australia and in one of Australia neighbouring countries</li> <li>collect and record data and information by interviewing people about how their feelings and perceptions of places influences their views about the protection of places</li> <li>collect and record data and information to identify the influence of climate, settlement and demographic characteristics on the way people live in the selected places of significance</li> <li>interpret data and information to identify similarities and differences for selected places of significance</li> <li>form conclusions identify how climate, settlement and demography influence how people have live in the selected places of significance</li> <li>present findings, using geographical terms, identifying connections between people and places</li> <li>reflect on how to care for and respect places at the local scale.</li> <li>suggest action to protect and improve selected places of significance</li> </ul> </p>					

		Term 1	Term 2	Term 3	Term 4
The Arts	3 1.25 h/ wk	<b>Unit 1: Colour My World (QCAA)</b> Children use colour to create visual art works that express a feeling. They select one of their artworks and prepare an artist statement about it. They also interpret the artwork of another child making use of visual art language.		<b>Unit 2: Our Special Place (QCAA)</b> Students investigate the importance of place in an Aboriginal Dreaming Story. They then create, present and respond to a drama story that expresses their ideas and feelings about their special place.	
	HPE	3 2h/ wk	<b>Unit 1: Transport Safety Test (QCAA)</b> Students will have examined the risks and harms associated with a range of transport-related contexts (e.g. rail, passenger, road, and bicycle). In doing so, they develop an understanding of the need to behave safely to reduce risk of personal injury or harm.	<b>Unit 2: Life Education Unit – bCyberwise</b> Explores cybersafety through animation, vox pops of children, relevant scenarios, discussion and problem solving. An interactive, student centred session on: <ul style="list-style-type: none"> <li>• building positive relationships with online and offline friends</li> <li>• safe and respectful behaviour online</li> <li>• responsible behaviours when using communication technology</li> <li>• strategies for keeping personal information safe online</li> <li>• strategies to deal with face to face and cyberbullying</li> <li>• exploring the role of bystanders</li> </ul>	
		<b>Physical Activity</b> <b>Unit 1: Aquatics - Safety</b> In this unit, students are introduced to water safety and develop confidence, basic stroke, kicking, breathing, basic arm, increasing distance of stroke and survival and lifesaving skills. Students are introduced to new strokes (e.g. breaststroke).	<b>Physical Activity</b> <b>Unit 2: Ball Skills, Physical Fitness, Cross Country and Athletics</b> In this unit, students develop the skills of passing (chest, bouncing, dribbling, kicking, shooting), catching, bouncing, and dribbling with various sized balls. They participate in team games such as tunnel ball, leader ball and captain ball to promote health and wellbeing and working as part of a team. Students participate in physical fitness routines to participate in the school Cross-Country (locomotive skills e.g. run, jump) Students continue physical fitness routines to participate in the school Athletics Carnival (locomotive skills e.g. warm-ups, run, jump, sprints, relays, shot put, high and long jump, tabloid sports)	<b>Physical Activity</b> <b>Unit 3: Striking and Invasion Games</b> <b>Soccer</b> In this unit, students develop striking, trapping, dribbling and game strategy skills as well as rules to culminate in the application of these skills to a game situation. <b>Touch Football</b> In this unit, students develop ball handling skills and strategic skills of attack/defence as well as rules to culminate in the application of these skills to a game situation.	<b>Physical Activity</b> <b>Unit 4: Aquatics – Diving and Strokes</b> In this unit, students practice the skills of freestyle, backstroke and breast stroke using kickboards. Stroke correction and diving is a focus for the unit. Students participate in the school Swimming Carnival and time trials.
Technology	3 1h/w k	<b>Unit 1: Little Green Thumbs (QCAA)</b> Students develop and use a system for preparing and caring for a plant over a period of a few weeks. Students review their systems their effectiveness of their learning.		<b>Unit 2: Lunch For A Friend (QCAA)</b> Students investigate healthy foods & food preparation practices then survey a friend's food preferences & make a sandwich they will like.	

		Term 1	Term 2	Term 3	Term 4								
4 6h/ wk	ENGLISH	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.</p> <p><b>Productive modes (speaking, writing and creating)</b> Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.</p>											
		<p><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Language Variation and Change</u> • Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487) <u>Expressing and developing ideas</u> • Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494) • Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498) <u>Text structure and organisation</u> • Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492) • Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) <b>Literacy</b> <u>Interacting with others</u> • Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) <u>Interpreting, analysing, evaluating</u> • Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) <b>Literature</b> <u>Creating literature</u> • Create literary texts by developing storylines, characters and settings (ACELT1794) • Create literary texts that explore students' own experiences and imagining (ACELT1607) <u>Examining literature</u> • Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) • Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)</p>		<p><b>INFORMATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u> • Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494) <u>Language for interaction</u> • Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) <u>Text structure and organisation</u> • Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) • Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492) • Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490) <b>Literacy</b> <u>Texts in context</u> • Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686) <u>Interacting with others</u> • Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) • Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) • Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) <b>Literature</b> <u>Responding to literature</u> • Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)</p>		<p><b>PERSUASIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u> • Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498) • Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496) <u>Language variation and change</u> • Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487) • Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) <u>Text structure and organisation</u> • Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793) • Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) <b>Literacy</b> <u>Creating texts</u> • Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) <u>Interacting with others</u> • Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) • Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) • Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) <b>Literature</b> <u>Literature and Context</u> • Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</p>		<p><b>INFORMATIVE</b></p> <p><b>Language</b> <u>Language for interaction</u> • Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) • Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) <u>Expressing and developing ideas</u> • Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498) <b>Literacy</b> <u>Interpreting, analysing, evaluating</u> • Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) <u>Text structure and organisation</u> • Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) <b>Literature</b> <u>Examining literature</u> • Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606) <u>Responding to literature</u> • Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) • Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)</p>		<p><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u> • Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494) <u>Language for interaction</u> • Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) • Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) <u>Text structure and organisation</u> • Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) • Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492) <b>Literacy</b> <u>Interpreting, analysing, evaluating</u> • Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) <b>Literature</b> <u>Examining literature</u> • Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) • Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606) <u>Literature and context</u> • Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602) <u>Creating literature</u> • Create literary texts that explore students' own experiences and imagining (ACELT1607)</p>		<p><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u> • Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496) <u>Language for interaction</u> • Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) • Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) <u>Text structure and organisation</u> • Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793) <b>Literacy</b> <u>Creating texts</u> • Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) <u>Interpreting, analysing, evaluating</u> • Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) <b>Literature</b> <u>Responding to literature</u> • Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)</p>	
		<p><b>Language</b> • Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490) • Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493) • Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495) • Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779) • Recognise homophones and know how to use context to identify correct spelling (ACELA1780)</p>											
		<p><b>Curriculum Intent</b></p>											
<p><b>Unit</b></p>		<p><b>Examining Traditional Stories (Unit 3)</b> <i>Detailed reads to Joint Re-write of traditional stories from Asia highlighting:</i> • Text structure • Theme <i>Joint Construction</i> Fictional approach of traditional story with moral</p>		<p><b>Recounts from the past (Unit 5)</b> <i>Detailed reads to Joint Re-write of historical recount highlighting:</i> • Character development • First and third person narration • Text structure <i>Joint Construction</i> Fictional re-writes to explore the features of first and third person narration, and narrative voice Factual re-writes working from notes to descriptions and explanations about the effects produced by writer choice</p>		<p><b>Aboriginal and Torres Strait Islander stories (Unit 4)</b> <i>Detailed reads to Joint Re-write of ATSI traditional story highlighting:</i> • Noun groups, verb groups, adverbs and prepositional phrases • Land, language, culture, theme, time and place <i>Joint Construction</i> Fictional approach of story to rewrite language elements Factual approach – make notes on aspects of text to use with multimodal text and retell.</p>		<p><b>Examining humour in Poetry (Unit 2)</b> <i>Detailed reads to Joint Re-write of poetry highlighting:</i> • Poetic devices • Poem structures <i>Joint Construction</i> Factual Approach of poems making notes on poetic devices Fictional approach of text response</p>		<p><b>Exploring quest novel (Unit 6)</b> <i>Detailed reads to Joint Re-write of quest novel highlighting:</i> • Language devices • Character development – descriptive language <i>Joint Construction</i> Factual Approach of novel making notes about language devices and plot</p>		<p><b>Persuasion in advertising (Unit 7)</b> <i>Detailed reads to Joint Re-write of advertisements and text response highlighting:</i> • Persuasive devices • Text features – language, images, sound • Comparison language <i>Joint Construction</i> Factual approach – work from notes on the two ads Fictional approach – re-write essay to refer to another two ads</p>	
<p><b>Assessment</b></p>		<p><b>Summative</b> 1. Comprehending traditional stories 2. Written traditional story with a message 3. Share story with younger audience</p>		<p><b>Formative</b> Comprehending historical recounts <b>Summative</b> Spoken presentation – recount from the past</p>		<p><b>Summative</b> 1. Informative multimodal presentation about an Aboriginal or Torres Strait Islander story</p>		<p><b>Summative</b> 1. Reading Comprehension 2. Text Response - Written interpretation and evaluation of a poem</p>		<p><b>Formative</b> 1. Reading responses <b>Summative</b> 2. Written response – representation of character</p>		<p><b>Summative</b> 1. Listening and viewing comprehension – persuasive devices in TV ad 2. Written text comparison – advertisement from the past and present</p>	

	Term 1	Term 2	Term 3	Term 4				
<b>MATHS</b>	<p><b>4 5h/ wk</b></p> <p><b>Unit 1:</b> Students develop understandings of: Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, comparing large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks Fractions and decimals — communicate sequences of simple fractions Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths.</p>	<p><b>Unit 2:</b> Students develop understandings of: Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, compare large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks Patterns and algebra — use properties of numbers to continue patterns Chance — compare dependent and independent events, describe probabilities of everyday events Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.</p>	<p><b>Unit 3:</b> Students develop understandings of: Number and place value — 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 &amp; order 5-digit numbers, identify odd &amp; even numbers, make generalisations about the properties of odd &amp; even numbers &amp; make generalisations about adding, subtracting, multiplying &amp; dividing odd &amp; even numbers, identify sequences created from multiplying by 10, 100 &amp; 1 000, continue number sequences, revise informal recording methods &amp; strategies used for calculations, &amp; make generalisations about the sequences, &amp; apply mental &amp; written strategies to computation Fractions and decimals — revise &amp; investigate the fractions that can be created through repetitive halving &amp; thirding, counting &amp; representing fractions on number lines, represent fractions using a range of models, investigate equivalent fractions, solve fraction problems from familiar contexts Shape — revise properties of 2D shapes including polygons &amp; quadrilaterals, identify combined shapes, explore the properties of shapes used in tangrams, &amp; creating polygons &amp; other combined shapes using tangrams.</p>	<p><b>Unit 4:</b> Students develop understandings of: Location and transformation — investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction &amp; movement, find locations using turns &amp; everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps &amp; plans, explore mapping conventions, plan &amp; plot routes on maps, explore appropriate units of measurement &amp; calculate distances using scales Geometric reasoning — identify angles, construct &amp; label right angles, identify &amp; construct angles not equal to a right angle, mark angles not equal to a right angle Number and place value — consolidate place value understanding of 5-digit numbers, compare &amp; order 5-digit numbers, revise addition &amp; subtraction concepts, solve addition &amp; subtraction problems, consolidate multiplication problems, use appropriate strategies to solve problems <b>Money and financial mathematics</b> — read &amp; represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases &amp; the calculation of change, explore Asian currency &amp; calculate foreign currencies.</p>	<p><b>Unit 5:</b> Students develop understandings of: Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change. <b>Number and place value</b> — 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.</p>	<p><b>Unit 6:</b> Students develop understandings of: 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 Fractions and decimals — model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals Number and place value — 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 — use equivalent addition and subtraction number sentences to find unknown quantities.</p>	<p><b>Unit 7:</b> Students develop understandings of: Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line, read &amp; write decimals, identify fractions &amp; corresponding &amp; decimals, compare &amp; 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 &amp; record data, display &amp; interpret data Patterns and algebra — investigate &amp; describe number patterns, solve word problems &amp; use equivalent multiplication &amp; division number sentences to find unknown quantities. Number and place value — calculate addition &amp; subtraction using a range of mental &amp; written strategies, recall multiplication &amp; related division facts, calculate multiplication &amp; division using a range of mental &amp; written strategies, solve problems involving the four operations.</p>	<p><b>Unit 8:</b> Students develop understandings of: 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 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</p>
<b>SCIENCE</b>	<p><b>4 1.75 h/wk</b></p> <p><b>Unit 2: Ready, set, grow!</b> Students investigate life cycles. They examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things including the impact on the survival of the species. Students describe situations where science understanding can influence their own and others' actions. Students identify investigable questions and predict likely outcomes from their investigations. They discuss ways to conduct investigations safely and make and record observations. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They complete simple reports to communicate their findings.</p>	<p><b>Unit 4: Fast forces!</b> Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They 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 also identify situations where science is used to ask questions or to make predictions. They identify how science knowledge of forces helps people understand the effects of their actions.</p>	<p><b>Unit 1: Here today gone tomorrow</b> Students explore natural processes and human activity which cause weathering and erosion of the Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations.</p>	<p><b>Unit 3: Properties matter</b> Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and describing patterns and how science knowledge helps people to understand the effect of their actions. Students identify investigable questions and predict likely outcomes. In conducting investigations, students use appropriate materials, tools and equipment safely to make and record observations. Students represent data; identify patterns in their results; suggest explanations for their results; compare their results with their predictions; and reflect upon the fairness of their investigations. Students complete simple reports to communicate their findings.</p>				
<b>History</b>	<p><b>4 1h/ wk</b></p> <p><b>Unit 1: Investigating European exploration and the movement of peoples</b> Inquiry question/s:  <ul style="list-style-type: none"> <li>Why did the great journeys of exploration occur?</li> <li>Why did the Europeans settle in Australia?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>recognise connections between world history events and the history of Australia</li> <li>appreciate the remains of the past can reveal aspects of what life was like then</li> <li>investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe</li> <li>pose questions about the reasons for the colonisation of Australia by the British</li> <li>use provided sources to examine the journeys that led to Australia's colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony</li> <li>sequence key events related to the colonisation of Australia</li> </ul>           describe the experiences of a convict who travelled on the First Fleet and identify how life changed.</p>		<p><b>Unit 2: Investigating the impact of colonisation</b> Inquiry question/s:  <ul style="list-style-type: none"> <li>What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?</li> <li>What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>explore the diversity and longevity of Australia's first peoples</li> <li>recognise the ways Aboriginal peoples and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies)</li> <li>investigate the implications of this connection to Country and Place for the daily lives of Aboriginal peoples and/or Torres Strait Islander peoples</li> <li>investigate the effects of interactions and contact between Aboriginal peoples and/or Torres Strait Islander peoples and others, including Macassan traders and Europeans.</li> </ul> </p>					
<b>Geography</b>	<p><b>4 1h/ wk</b></p> <p><b>Unit 1: Exploring environments and places</b> Inquiry question/s:  <ul style="list-style-type: none"> <li>How does the environment support the lives of people and other living things?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>draw on studies at the national scale, including Australia and the location of major countries in South America and Africa</li> <li>recognise the purpose and types of geographical questions</li> <li>explore the importance of environments to animals and people and how places are characterised by their environments</li> <li>collect and record geographical information from sources to identify how environments support animals and people</li> <li>use geographical tools and sources to identify and compare the characteristics of places, including the types of natural vegetation and native animals</li> <li>represent data by constructing tables and graphs</li> <li>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</li> <li>interpret geographical information and data to identify patterns and distributions of the features of places</li> <li>interpret geographical information and data to identify different views on how environments should be protected, and form conclusions</li> <li>describe the location of places and their features using grid references, compass direction and distance</li> <li>describe and compare the characteristics of places in different locations at the national scale, using geographical terms.</li> </ul> </p>		<p><b>Unit 2: Using places more sustainably</b> Inquiry questions:  <ul style="list-style-type: none"> <li>How do different views about the environment influence approaches to sustainability?</li> <li>How can people use places and environments more sustainably?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>draw on studies of Australia</li> <li>develop geographical questions to investigate about the connections between resources provided by the environment and used by different groups of people</li> <li>compare how people adapt to, and alter environments</li> <li>recognise that sustainability is perceived in different ways by different groups, and involves careful use of resources and management of waste</li> <li>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</li> <li>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</li> <li>form conclusions about caring for the environment and meeting the needs of people</li> <li>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.</li> </ul> </p>					

		Term 1	Term 2	Term 3	Term 4
The Arts	4 1.25 h/ wk	<b>Unit 1: Freeze It (QCAA)</b> Freeze frames are used in drama to make a visual picture, like a photograph, to show characters in a scene or series of scenes. A series of freeze frames can be used to tell a story. Freeze frames offer a useful way of capturing and conveying meaning, since groups can convey much more than they would be able to through words alone. Freeze frames are useful for enabling close scrutiny of an incident or situation.		<b>Unit 2: Imachinations (QCAA)</b> Students design, construct, display and reflect on an "imachination" based on the book <i>The Arrival</i> .	
	HPE	4 2h/ wk	<b>Unit 1: Buddy Games (QCAA)</b> Students investigate minor games played by a Year 3 class. They design or adapt a minor game for the year level, explain how to play it and reflect on how well it was played.	<b>Unit 2: Life Education Unit – All Systems Go</b> Inside a futuristic machine 'The Venture', the Captain and his crew take the class on a tour of the human body. Travelling through the blood we explore the functions of various body parts and how magnificent the human body really is. The students discuss issues and engage in activities centred on: <ul style="list-style-type: none"> <li>• Peer Pressure</li> <li>• Second hand smoking</li> <li>• Safety with medicines</li> <li>• Factors that influence the function of body systems</li> </ul>	
		<b>Physical Activity</b> <b>Unit 1: Aquatics – Life Saving</b> In this unit, students apply safety skills for basic lifesaving/ rescues (partner rescues with and without rescue devices). Students are introduced to survival strokes and continue to develop basic strokes and skills (freestyle, backstroke, and breaststroke).	<b>Physical Activity</b> <b>Unit 2: Ball Skills, Physical Fitness, Cross Country and Athletics</b> In this unit, students develop the skills of passing (chest, bouncing, dribbling, kicking, shooting), catching, bouncing, and dribbling with various sized balls. They participate in team games such as tunnel ball, leader ball and captain ball to promote health and wellbeing and working as part of a team. Students participate in physical fitness routines to participate in the school Cross-Country (locomotive skills e.g. run, jump) Students continue physical fitness routines to participate in the school Athletics Carnival (locomotive skills e.g. warm-ups, run, jump, sprints, relays, shot put, high and long jump)	<b>Physical Activity</b> <b>Unit 3: Striking and Invasion Games</b> <b>Soccer</b> In this unit, students develop striking, trapping, dribbling and game strategy skills as well as rules to culminate in the application of these skills to a game situation. <b>Touch Football</b> In this unit, students develop ball handling skills and strategic skills of attack/defence as well as rules to culminate in the application of these skills to a game situation.	<b>Physical Activity</b> <b>Unit 4: Aquatics – Stroke Correction</b> In this unit, students apply appropriate techniques to swim freestyle, backstroke, and breast stroke using kickboards. Stroke correction and diving is a focus for the unit. Students participate in the school Swimming Carnival and time trials.
Technology	4 1h/ wk	<b>Unit 1: See our Toys Move (QCAA)</b> Students identify and evaluate the design features of toy planes and analyse their purpose.		<b>Unit 2: Carry it (QCAA)</b> Students design, make a bag and evaluate for a specific purpose with set materials.	

		Term 1	Term 2	Term 3	Term 4								
5 6h/ wk	English	<p><b>Receptive modes (listening, reading and viewing)</b>                      By the end of Year 5, students <u>explain</u> how text structures assist in understanding the text. They <u>understand</u> how language features, images and vocabulary influence interpretations of characters, settings and events. They <u>analyse</u> and <u>explain</u> literal and implied information from a variety of texts. They <u>describe</u> how events, characters and settings in texts are depicted and <u>explain</u> their own responses to them. They listen and ask questions to clarify content.                      Productive modes (speaking, writing and creating)                      Students use language features to show how ideas can be extended. They <u>develop</u> and <u>explain</u> a point of view about a text, selecting information, ideas and images from a range of resources. Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into <u>account</u> other perspectives. When writing, they <u>demonstrate</u> understanding of grammar, <u>select</u> specific vocabulary and use <u>accurate</u> spelling and punctuation, editing their work to provide structure and meaning.</p>											
		<p><b>IMAGINATIVE</b></p> <p><b>Language</b>                      Expressing and developing ideas                      • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)                      • Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)                      Text structure and organisation                      • Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)                      Literacy                      Texts in context                      • Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)                      Literature                      Examining literature                      • Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)                      Creating literature                      • Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)                      • Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)</p>		<p><b>PERSUASIVE</b></p> <p><b>Language</b>                      Expressing and developing ideas                      • Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)                      Text structure and organisation                      • Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)                      • Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)                      Literacy                      Texts in context                      • Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)                      Text structure and organisation                      • Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)                      Creating texts                      • Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)                      • Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)                      • Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)</p>		<p><b>INFORMATIVE</b></p> <p><b>Language</b>                      Expressing and developing ideas                      • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)                      • Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)                      • Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)                      Literacy                      Interacting with others                      • Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)                      Literature                      Literature and context                      • Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)                      Examining literature                      • Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)                      Responding to literature                      • Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)</p>		<p><b>IMAGINATIVE</b></p> <p><b>Language</b>                      Expressing and developing ideas                      • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)                      • Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)                      Text structure and organisation                      • Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)                      Literacy                      Creating texts                      • Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)                      Interacting with others                      • Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)                      • Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)                      Literature                      Creating literature                      • Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)                      Examining literature                      • Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)</p>		<p><b>PERSUASIVE</b></p> <p><b>Language</b>                      Expressing and developing ideas                      • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)                      • Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)                      Literacy                      Interacting with others                      • Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)                      Texts in context                      • Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)                      Literature                      Examining literature                      • Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)                      Literature and context                      • Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</p>		<p><b>INFORMATIVE</b></p> <p><b>Language</b>                      Expressing and developing ideas                      • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)                      Text structure and organisation                      • Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)                      Literacy                      Creating texts                      • Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)                      Texts in context                      • Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)                      Literature                      Examining literature                      • Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)                      Literature and context                      • Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</p>	
		<p><b>Language</b>                      • Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)                      • Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)                      • Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)                      • Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)                      • Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</p>		<p><b>Literacy</b>                      • Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)                      • Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)                      • Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)                      • Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)                      • Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)                      • Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)</p>		<p><b>Literature</b>                      • Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)</p>							
<p><b>Unit</b>                      Unit 2: Creating Fantasy Characters                      Detailed reads to Joint Re-write of Forests of Silence highlighting:                      • Characterisation                      • Sentence/text structure                      • Noun/verb groups, figurative language                      Joint Construction                      Fictional approach – rewrite a new first chapter</p>		<p>Unit 3 – Examining Feature Articles                      Detailed reads to Joint Re-write of feature articles highlighting:                      • Arguments and points of view                      • Appraisal resources                      • Sentence structure                      • Theme position in sentences                      Joint Construction                      Fictional approach – rewrite paragraph to change point of view                      Factual approach – to make notes on content, structure and points of view</p>		<p>Unit 5 – Appreciating Poetry                      Detailed reads to Joint Re-write of poetry highlighting:                      • Poetic forms and structure                      • Poetic devices – simile, metaphor, personification                      • Evaluative and appreciative language                      Joint Construction                      Fictional approach – to explore the content and effects of poetry                      Factual approach – to make notes for describing and explaining the effects of the texts</p>		<p>Unit 6 Responding to Poetry                      Detailed reads to Joint Re-write of prose narrative highlighting:                      • Characterisation                      • Dialogue                      • Language to create mood and tone                      • Structure                      Joint Construction                      Fictional approach – orientation of a prose narrative                      Factual approach – to make notes on content to make a story board and rewrite Orientation</p>		<p>Unit 7 – Exploring Narrative through Novel and Film                      Detailed reads to Joint Re-write of text response highlighting:                      • Characterisation                      • Plot profile                      • Text structure                      • Comparing and contrasting                      • Evaluative language                      Joint Construction                      Fictional approach – rewrite a text comparison                      Factual approach – to make notes on differences between two texts</p>		<p>Unit 4 – Examining Characters in an animated Film                      Detailed reads to Joint Re-write of film scripts highlighting:                      • Plot events                      • Characterisation                      • Text features – music/sound effects                      Joint Construction                      Fictional approach – create a film sequence                      Factual approach – to make notes on story sequence and images</p>			
<p><b>Assessment</b>                      Summative                      2. Re-write an orientation using the structure of a fantasy text</p>		<p><b>Summative</b>                      1. Illustrated feature article positioning the reader                      2. Reading Comprehension</p>		<p><b>Summative</b>                      1. Reading Comprehension                      2. Text response to a poem</p>		<p><b>Summative</b>                      1. Digital multimodal narrative using ideas from a poem</p>		<p><b>Summative</b>                      1. Viewing Comprehension task                      2. Written comparison between the film and novel versions of Storm Boy</p>		<p><b>Summative</b>                      1. Reading comprehension                      2. Create a film story board/Digital Animation</p>			

	Term 1	Term 2	Term 3	Term 4				
<b>MATHS</b>	<p><b>5 5h/wk</b></p> <p><b>Unit 1:</b> Students develop understandings of: Chance — identify and describe possible outcomes, describe equally likely outcomes and represent probabilities of outcomes using fractions Number and place value — explore and identify factors and multiples, revise multiplication and division facts, round and estimate to check the reasonableness of answers, explore mental computation strategies (split and compensate) for multiplication and division, solve problems using mental computation strategies, compare and evaluate strategies that are appropriate to different problems Fractions and decimals — compare and order unit fractions, create a range of models for fractions, add and subtract fractions with the same denominator Data representation and interpretation — identify different types of data, distinguish between numerical and categorical data, collect primary data, organise data using tables, create dot plots and column graphs, interpret dot plots and column graphs, identify and pose questions to collect different data types, use technology to create representations.</p>	<p><b>Unit 2:</b> Students develop understandings of: Chance — identify and describe possible outcomes, describe equally likely outcomes and representing probabilities of outcomes using fractions, conduct a chance experiment Number and place value — round and estimating to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems use mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems Fractions and decimals — compare and ordering unit fractions, explore hundredths, represent fractions on number lines, add and subtract fractions with the same denominator Using units of measurement — investigate time concepts, 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.</p>	<p><b>Unit 3:</b> Students develop understandings of: Number and place value — 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 Fractions and decimals — make connections between fractional numbers and the place value system, and represent, compare and order decimals Location and transformation — investigate and create reflection, translation and rotation symmetry, transform shapes through enlargement and describe the feature of transformed shapes Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects.</p>	<p><b>Unit 4:</b> Students develop understandings of: Geometric reasoning — identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles Location and transformation and Shape — describe and create transformations using symmetry, represent 3D objects with 2D representations Number and place value — 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 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><b>Unit 5:</b> Students 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><b>Unit 6:</b> Students develop understandings of: Using units of measurement — chooses appropriate units for length, area, capacity &amp; mass, measures length, area, capacity &amp; mass, finds perimeter, problem solves &amp; reasons when applying measurement to answer a question. Fractions and decimals — makes connections between fractions &amp; decimals, compares &amp; orders decimals Patterns and algebra — creates, continues &amp; identifies the rule for patterns involving the addition &amp; subtraction of fractions, use number sentences to find unknown quantities involving multiplication &amp; division Number and place value — adds &amp; subtracts using mental &amp; written strategies including the right-to-left strategy, multiplies whole numbers &amp; divides by a one-digit whole number with &amp; without remainders.</p>	<p><b>Unit 7:</b> Students 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><b>Unit 8:</b> Students develop understandings of: Money and financial decisions — create simple budgets, calculate with money, identify the GST component of invoices &amp; receipts, make financial decisions Geometric reasoning — estimate &amp; measure angles, construct angles using a protractor Location and transformation — explore maps &amp; grids, use a grid to describe locations, describe positions using landmarks &amp; directional language Fractions and decimals — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order &amp; represent decimals, locate decimals on a number line, extend the number system to thousandths &amp; beyond Number and algebra — apply computation skills, use estimation &amp; rounding to check reasonableness, solve problems involving addition subtraction multiplication &amp; division, use efficient mental &amp; written strategies to solve problems.</p>
<b>Science</b>	<p><b>5 1.75 h/wk</b></p> <p><b>Unit 1: Survival in the Australian environment</b> Students examine the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and data to develop explanations. Students investigate factors that influence how plants and animals survive in extreme environments. This knowledge will be used to create a creature with adaptations that are suitable for survival in a prescribed environment.</p>	<p><b>Unit 3: Now you see it</b> Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects; and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and annotated diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p>	<p><b>Unit 2: Our place in the solar system</b> Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected peoples' lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multi-modal texts including recording in data sheets and as a report for popular media.</p>	<p><b>Unit 4: Matter matters</b> Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy. Students understand that scientific understandings, discoveries and inventions are used to inform decision making and solve or prevent problems.</p>				
<b>History</b>	<p><b>5 1h/wk</b></p> <p><b>Unit 1: Exploring the development of British colonies in Australia</b> Inquiry Question/s:  <ul style="list-style-type: none"> <li>How did an Australian colony develop over time and why?</li> <li>How did colonial settlement change the environment?</li> <li>What do we know about the lives of people in Australia's colonial past and how do we know?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>recognise key events and people in Australia during the 1800s</li> <li>sequence key events related to the development of British colonies in Australia</li> <li>investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Van Diemen's Land and Moreton Bay colonies</li> <li>use provided sources to examine and describe continuities and changes to a British colony in Australia during the 1800s</li> <li>locate information in sources about the factors that influenced patterns of development in colonial Australia during the 1800s</li> </ul>           use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples.</p>		<p><b>Unit 2: Investigating the colonial period in Australia</b> Inquiry Question/s:  <ul style="list-style-type: none"> <li>What were the significant events and who were the significant people that shaped Australian colonies?</li> <li>What do we know about the lives of people in Australia's colonial past and how do we know?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>recognise key events of the colonial period in Australia after 1800</li> <li>investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration</li> <li>appreciate the impacts of significant developments and events – the gold rush and the Eureka Stockade</li> <li>pose questions to investigate the significance of individuals and groups in shaping the colonies</li> </ul> <b>describe the significance of individuals and events in shaping the colonies.</b></p>					
<b>Geography</b>	<p><b>5 1h/wk</b></p> <p><b>Unit 1: Exploring how people and places affect one another</b> Inquiry question/s:  <ul style="list-style-type: none"> <li>How do people and environments influence one another?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>draw on studies at the national scale, including Australia and the location of major countries in Europe and North America</li> <li>recognise the purpose and types of geographical questions</li> <li>collect and record relevant geographical data and information from secondary sources, to identify the influence of the environment on the human characteristics of places</li> <li>collect and record relevant geographical data and information from secondary sources, to identify the influence people have had on environmental characteristics of places</li> <li>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</li> <li>represent in a graphic form climate data for places and interpret the effect of climate on the environmental and human characteristics of a place</li> <li>describe the location of selected countries in relative terms</li> <li>construct large-scale and small-scale maps conforming to cartographic conventions to locate and label places and their major environmental and human characteristics</li> <li>compare geographical information to identify patterns or trends in how people have responded to climatic conditions in places</li> <li>describe the influence of environmental processes on the characteristics of places, and how people can affect change, using geographical terms.</li> </ul> </p>		<p><b>Unit 2: Exploring how places are changed and managed by people</b> Inquiry questions:  <ul style="list-style-type: none"> <li>How do people influence the human characteristics of places and the management of spaces within them?</li> <li>How can the impact of natural hazards on people and places be reduced?</li> </ul>           Students:  <ul style="list-style-type: none"> <li>draw on studies at the national scale, including Australia</li> <li>identify and describe how places are affected by the interconnection between people, places and environments</li> <li>develop an inquiry question about responding to the geographical challenge of natural hazards, and plan an inquiry</li> <li>collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of people on the human characteristics of places, including how the use of space within a place is organised</li> <li>collect and record relevant geographical data and information from primary and secondary sources, using ethical protocols, on the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management</li> <li>consider the usefulness of collected information</li> <li>present findings, using geographical terms on the ways people respond to a geographical challenge</li> <li>propose ways people can respond to a geographical challenge and identify the expected effects of their proposed action.</li> </ul> </p>					
<b>The Arts</b>	<p><b>5 1.25 h/wk</b></p> <p><b>Unit 1: Art Journey (QCAA)</b> Students create an artwork using visual art elements and concepts to explore an idea about a journey.</p>	<p><b>Unit 2: Dance Maps (QCAA)</b> Students construct, choreograph, perform and interpret dance sequences based on dance maps.</p>						

		Term 1	Term 2	Term 3	Term 4
HPE	5 2h/ wk	<b>Unit 1: On the Label</b> Students analyse information from food labels then synthesise their knowledge to create a learning resource that teaches students how to read and interpret label information.		<b>Unit 2: Life Education Unit – On the Case &amp; Talk About it</b> Join McHardy a time travelling detective and his sidekick 'Conan' as they gather evidence to persuade McHardy's great, great, granddaughter not to take up smoking. Set in a fantasy world of futuristic steam powered machines, students travel through time, collaborate and explore: <ul style="list-style-type: none"> <li>• What's in a cigarette</li> <li>• Effects of smoking</li> <li>• History and laws</li> <li>• Myths and facts</li> <li>• Influences and pressures</li> <li>• Strategies to reduce harm</li> </ul> This innovative Sexual Health and Relationships program has been developed to support the new Australian Curriculum. The strength-based activities are designed to explore contextual factors influencing sexual and social health and provide an appropriate learning environment to 'TALK ABOUT IT'. <b>Puberty</b> <ul style="list-style-type: none"> <li>• sexual and emotional maturity, anatomy, reproduction,</li> <li>• examining the support services and products that promote well-being</li> </ul> <b>Relationships</b> <ul style="list-style-type: none"> <li>• components of healthy relationships - respect, empathy, values, ethical decision making</li> <li>• developing skill to make informed decisions that promote safety and health</li> <li>• developing strategies for staying safe and seeking help</li> </ul> <b>Identity</b> <ul style="list-style-type: none"> <li>• valuing diversity, promoting inclusivity and exploring gender stereotypes</li> </ul> examining the influences- family, friends, media, culture, body image	
		<b>Physical Activity</b> <b>Unit 1: Aquatics – Life Saving</b> In this unit, students apply safety skills for basic lifesaving/ rescues (partner rescues with and without rescue devices). Students are introduced to survival strokes and continue to develop basic strokes and skills (freestyle, backstroke, and breaststroke).	<b>Physical Activity</b> <b>Unit 2: Ball Skills, Physical Fitness, Cross Country and Athletics</b> In this unit, students develop the skills of passing (chest, bouncing, dribbling, kicking, shooting), catching, bouncing, and dribbling with various sized balls. They participate in team games such as tunnel ball, leader ball and captain ball to promote health and wellbeing and working as part of a team. The promotion of fair play is also embedded. Students participate in physical fitness routines to participate in the school Cross-Country (locomotive skills e.g. run, jump) Students continue physical fitness routines to participate in the school Athletics Carnival (locomotive skills e.g. warm-ups, run, jump, sprints, relays, shot put, high and long jump, javelin)	<b>Physical Activity</b> <b>Unit 3: Striking and Invasion Games</b> <b>Soccer</b> In this unit, students develop striking, trapping, dribbling and game strategy skills as well as rules to culminate in the application of these skills to a game situation. <b>Touch Football</b> In this unit, students develop ball handling skills and strategic skills of attack/defence as well as rules to culminate in the application of these skills to a game situation.	<b>Physical Activity</b> <b>Unit 4: Aquatics – Stroke Correction</b> In this unit, students apply appropriate techniques to swim freestyle, backstroke, and breast stroke using kickboards. Stroke correction and diving is a focus for the unit. Students participate in the school Swimming Carnival and time trials.
Technology	5 1.5h/ wk	<b>Unit 1: Digital Bookcover (links to The Arts Unit 1)</b> Students plan and create a simple digital bookcover with text and images utilising a scanner, camera and software apps.		<b>Unit 2: Make a Percussion Instrument (QCAA)</b> Students design and construct a percussion instrument documenting their design processes in a design portfolio.	

		Term 1	Term 2	Term 3	Term 4		
ENGLISH	6 6h/ wk	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.</p> <p><b>Productive modes (speaking, writing and creating)</b> Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices. understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.</p>					
	Curriculum Intent	<p style="text-align: center;"><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u> • Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) • Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)</p> <p><b>Literacy</b> <u>Creating texts</u> • Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)</p> <p><b>Literature</b> <u>Literature and context</u> • Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) <u>Creating literature</u> • Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618) <u>Examining literature</u> • Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)</p>	<p style="text-align: center;"><b>PERSUASIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u> • Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) • Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) • Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</p> <p><b>Language for Interaction</b> • Understand the uses of objective and subjective language and bias (ACELA1517)</p> <p><b>Literacy</b> <u>Interpreting, analysing, evaluating</u> • Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)</p> <p><u>Interacting with others</u> • Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</p> <p><b>Literature</b> <u>Examining literature</u> • Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616) <u>Responding to literature</u> • Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</p>	<p style="text-align: center;"><b>INFORMATIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u> • Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) • Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</p> <p><b>Language for Interaction</b> • Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) • Understand the uses of objective and subjective language and bias (ACELA1517)</p> <p><b>Literacy</b> <u>Interpreting, analysing, evaluating</u> • Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)</p> <p><u>Creating texts</u> • Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)</p> <p><b>Texts in context</b> • Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)</p>	<p style="text-align: center;"><b>IMAGINATIVE</b></p> <p><b>Language</b> <u>Language for interaction</u> • Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) • Understand the uses of objective and subjective language and bias (ACELA1517)</p> <p><b>Language variation and change</b> • Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)</p> <p><b>Literacy</b> <u>Interpreting, analysing, evaluating</u> • Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)</p> <p><b>Literature</b> <u>Literature and context</u> • Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) <u>Examining literature</u> • Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617) • Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)</p>	<p style="text-align: center;"><b>INFORMATIVE</b></p> <p><b>Language</b> <u>Language for interaction</u> • Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) • Understand the uses of objective and subjective language and bias (ACELA1517)</p> <p><b>Literacy</b> <u>Interacting with others</u> • Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) • Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) • Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELT1816)</p> <p><u>Creating texts</u> • Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)</p> <p><b>Literature</b> <u>Examining literature</u> • Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616) <u>Responding to literature</u> • Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</p>	<p style="text-align: center;"><b>PERSUASIVE</b></p> <p><b>Language</b> <u>Expressing and developing ideas</u> • Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) • Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</p> <p><b>Language for interaction</b> • Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) • Understand the uses of objective and subjective language and bias (ACELA1517)</p> <p><b>Literacy</b> <u>Interacting with others</u> • Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) • Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) <u>Interpreting, analysing, evaluating</u> • Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)</p> <p><u>Texts in context</u> • Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)</p> <p><b>Literature</b> <u>Examining literature</u> • Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)</p>
	Literacy	<p><b>Language</b> <u>Text structure and organisation</u> • Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) • Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) • Understand the uses of commas to separate clauses (ACELA1521) • Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) <u>Expressing and developing ideas</u> • Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)</p>					
	Unit	<p>Writing Short Stories (Unit 2) <i>Detailed reads to Joint Re-write</i> of narratives highlighting: • Setting descriptions • Character reactions • Language of Narrator</p> <p><i>Joint Construction</i> Fictional approach – of actions and events to create new narrator voices</p>	<p>Examining Advertising in the Media (Unit 3) <i>Detailed reads to Joint Re-write</i> of advertisements and explanations highlighting: • Persuasive techniques and devices • Modality • Pattern of description in word and image • Advertising techniques</p> <p><i>Joint Construction</i> Factual approach – making notes on features of advertisements Fictional approach – re-write to explain advertisement strategy</p>	<p>Exploring News Reports in the Media (Unit 4) <i>Detailed reads to Joint Re-write</i> of news articles highlighting: • Range and points of view • Features of medium • Language features and use of media</p> <p><i>Joint Construction</i> Factual approach – making notes by paragraph to represent the structure and proportion of the text Fictional approach – re-write essay to inform</p>	<p>Interpreting Literary Texts (Unit 5) <i>Detailed reads to Joint Re-write</i> of recounts highlighting: • Expressing and shaping viewpoints • Text structure • Elaborations and extra detail by the writer</p> <p><i>Joint Construction</i> Factual approach – make notes on a known event to write about Fictional approach – re-write letter to an unknown audience with new content</p>	<p>Exploring Literary Texts by Same Author (Unit 6) <i>Detailed reads to Joint Re-write</i> of narratives and literary essay highlighting: • Text structures • Narrative voice – language features and sentence structures • Metalinguage about text</p> <p><i>Joint Construction</i> Factual approach – make notes on language features Fictional approach – re-write narratives to play with effects in narrative voice</p>	<p>Comparing Texts (Unit 7) <i>Detailed reads to Joint Re-write</i> of text comparisons highlighting: • Modality and emphasis • Evaluative language • Metalinguage about text • Thesis and topic sentence</p> <p><i>Joint Construction</i> Factual approach – make notes on language features and text structures Fictional approach – re-write a persuasive argument</p>
Assessment	<p><b>Summative</b> Written Short Story - Students write a short story about a character that faces a conflict. Students will make and explain editorial choices.</p>	<p><b>Summative</b> 1. Multimodal advertisement - create a multimodal advertisement and explain how it persuades the viewer 2. Reading Comprehension</p>	<p><b>Summative</b> 1. Reading comprehension 2. Written - Analytical response to a news report</p>	<p><b>Summative</b> 1. Reading Comprehension 2. Written - Letter to the future</p>	<p><b>Summative</b> 1. Oral - Panel discussion</p>	<p><b>Summative</b> 1. Reading Comprehension 2. Written - Argue a point of view</p>	

		Term 1	Term 2	Term 3	Term 4				
MATHS	6 5h/ wk	<p>Unit 1: Students develop understandings of: Number and place value — identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving whole numbers</p> <p>Fractions and decimals — 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</p> <p>Data — 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 and identify the difference between categorical and numerical data</p> <p>Chance — represent the probability of outcomes as a fraction or decimal and conduct chance experiments.</p>	<p>Unit 2: Students develop understandings of: Using units of measurement — solve problems involving the comparison of lengths and areas, and interpret and use timetables</p> <p>Number and place value — apply efficient mental and written strategies to solve problems involving all four operations</p> <p>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</p> <p>Money and financial mathematics — investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.</p>	<p>Unit 3: Students develop understandings of: Fractions and decimals — apply mental and written strategies to add &amp; subtract of decimals, solve problems involving decimals, make generalisations about multiplying whole numbers &amp; decimals by 10, 100 &amp; 1 000, apply mental and written strategies to multiply decimals by 1-digit whole numbers</p> <p>Shape — problem solve &amp; reason to create nets &amp; construct models of simple prisms and pyramids</p> <p>Using units of measurement — make connections between volume &amp; capacity</p> <p>Number and place value — identify, &amp; continue square &amp; triangular number patterns, make generalisations about the relationship between square &amp; triangular numbers, explore numbers below zero &amp; position integers on a number line.</p>	<p>Unit 4: Students develop understandings of: 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</p> <p>Number and place value — select and apply mental and written strategies and digital technologies to solve problems involving multiplication and division with whole numbers.</p> <p>Fractions and decimals — locate, order and compare fractions with related denominators and locate them on a number line</p> <p>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.</p>	<p>Unit 5: Students develop understandings of: Money and financial mathematics — connect fractions &amp; percentage, calculate percentages, calculate discounts of 10%, 25% &amp; 50% on sale items</p> <p>Number and place value — identify &amp; describe properties of prime, composite, square &amp; triangular numbers, multiply &amp; divide using written methods including a written algorithm, solve problems involving all four operations with whole numbers, compare &amp; order positive &amp; negative integers</p> <p>Location and transformation — identify the four quadrants on a Cartesian plane, plot &amp; read points in all four quadrants, revise symmetry, reflection, rotation &amp; translation, describe the effect of combinations of translations, reflections &amp; rotations.</p>	<p>Unit 6: Students develop understandings of: Fractions and decimals — add &amp; subtract fractions with related denominators, calculate a fraction of a quantity, multiply &amp; divide decimals by powers of ten, add &amp; subtract decimals, multiply decimals by whole numbers, divide numbers that result in decimal remainders, make connections between fractions, decimals &amp; percentages, solve problems involving fractions &amp; decimals</p> <p>Using units of measurement — connect decimals to the metric system, convert between units of measure, solve problems involving length &amp; area &amp; connect volume &amp; capacity</p> <p>Patterns and algebra — continue &amp; create sequences involving whole numbers, fractions &amp; decimals, describe the rule used to create the sequence &amp; apply the order of operations to aid calculations.</p>	<p>Unit 7: Students develop understandings of: 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</p> <p>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</p> <p>Patterns and algebra &amp; 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.</p>	<p>Unit 8: Students develop understandings of: Data representation and interpretation — interpret and compare data displays, interpret secondary data, solve problems involving data, conversion of units of measure and computation</p> <p>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</p> <p>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.</p> <p>Location and transformation — apply translations, reflections and rotations to create symmetrical shapes.</p>
	SCIENCE	6 1.75 h	<p><b>Unit 4: Life on Earth</b></p> <p>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>	<p><b>Unit 2: Energy and electricity</b></p> <p>Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity has affected peoples' lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.</p>	<p><b>Unit 3: Our changing world</b></p> <p>Students explore how sudden geological and extreme weather events can affect 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 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>	<p><b>Unit 1: Making changes</b></p> <p>Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations and accurately record data and develop explanations. They suggest improvements which can be made to their method to improve the investigation. Students explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives.</p>			
History	6 1h/ wk	<p><b>Unit 1: Investigating the development of the Australian nation</b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>Why and how did Australia become a nation?</li> <li>How did Australian society change throughout the twentieth century?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>recognise key events in the development of Australia as a nation</li> <li>appreciate how Australians came to live together and were governed overtime</li> <li>investigate Australia's path to Federation from the late 1800s to 1901</li> <li>examine sources presenting different perspectives on Federation and preferred models of government, including British and American influences on Australia's system of law and government</li> <li>describe the experiences of Australian democracy and citizenship by a range of groups, including the status and rights of Aboriginal people and/or Torres Strait Islander peoples</li> <li>identify continuity or change</li> </ul> <p>explain the significance of individuals or groups who advocated for rights or were the beneficiaries of policies and legislation.</p>		<p><b>Unit 2: Investigating the development of Australia as a diverse society</b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>Who were the people who came to Australia? Why did they come?</li> <li>What contribution have significant individuals and groups made to the development of Australian society?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated</li> <li>investigate the contributions of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants to the development of Australian society.</li> </ul>					
	Geography	6 1h/ wk	<p><b>Unit 1: Exploring a diverse world</b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>How do places, people and cultures differ across the world?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>draw on studies at different scales, including Australia and the location of the major countries in the Asia region</li> <li>understand that the range environments across the world has led people to create communities characterised by diversity, for example, diversity in beliefs, economic activity and varied ways of living</li> <li>use geographical tools to identify the geographical divisions of Asia, locate the major countries of Asia, and describe their relative and absolute location to Australia using direction and distance</li> <li>collect and record relevant geographical data and information from secondary sources to identify the distribution of Indigenous or First peoples in selected countries in Asia and the Pacific</li> <li>represent data in different forms</li> <li>represent the location of places and their characteristics in different graphic forms, including constructing large-scale and small scale maps conforming to cartographic conventions</li> <li>interpret data and other information to identify patterns and trends, and infer relationships between economic, demographic and social characteristics of selected countries in Asia and Australia</li> <li>form conclusions about geographical diversity within Asia and that this diversity is expressed as differences in economic, demographic and social characteristics</li> </ul>		<p><b>Unit 2: Exploring Australia's connections with other countries</b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>What are Australia's global connections between people and places?</li> <li>How do people's connections to places affect their perception of them?</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>draw on studies at different scales, including Australia major countries of Asia or a region within Asia</li> <li>understand that the characteristics of places are affected by global and local influences, and becoming increasingly connected at the same scale and across scales</li> <li>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</li> <li>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</li> <li>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</li> <li>evaluate sources for their usefulness</li> <li>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</li> <li>propose action on how to increase the awareness of the effect of people's connections to and proximity of people to places has on their awareness and opinion of places in Asia or a selected country of Asia, and describe the expected effects of their proposal</li> </ul>				
The Arts	6 1.25 h/ wk	<p><b>Unit 1: Beyond Observation (QCAA)</b></p> <p>Students will create &amp; display a series of observational &amp; abstract drawings using a grid. They will respond &amp; reflect on the drawing process.</p>		<p><b>Unit 2: Dance Moves (QCAA)</b></p> <p>Students modify a set movement sequence then perform this sequence for their class.</p>					

		Term 1	Term 2	Term 3	Term 4
HPE	6 2h/ wk	<b>Unit 1: The World Game (QCAA)</b> Students will set personal skill development and activity goals in a team game, choosing and applying strategies to reach these goals.		<b>Unit 2: Life Education Unit – It's Your Call &amp; Talk About it</b> It's Your Call utilises a range of trigger videos, quizzes and problem solving models to cover content such as: <ul style="list-style-type: none"> <li>• short term and long term consequences of a range of legal drugs</li> <li>• factors that influence health and behaviour e.g. friends, media, family, digital communications</li> <li>• laws relating to the sale, advertising and use of a variety of legal drugs</li> <li>• skills and strategies to deal with unsafe situations and social dilemmas</li> <li>• safe and appropriate use of communication technology</li> </ul> This innovative Sexual Health and Relationships program has been developed to support the new Australian Curriculum. The strength-based activities are designed to explore contextual factors influencing sexual and social health and provide an appropriate learning environment to 'TALK ABOUT IT'. <p>Puberty</p> <ul style="list-style-type: none"> <li>• sexual and emotional maturity, anatomy, reproduction,</li> <li>• examining the support services and products that promote well-being</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>• components of healthy relationships - respect, empathy, values, ethical decision making</li> <li>• developing skill to make informed decisions that promote safety and health</li> <li>• developing strategies for staying safe and seeking help</li> </ul> <p>Identity</p> <ul style="list-style-type: none"> <li>• valuing diversity, promoting inclusivity and exploring gender stereotypes</li> <li>• examining the influences- family, friends, media, culture, body image</li> </ul>	
		<b>Physical Activity</b> <b>Unit 1: Aquatics – Rescue Response Teams</b> In this unit, students apply safety skills for basic lifesaving/ rescues (partner rescues with and without rescue devices). By modifying techniques and applying concepts and strengths, students respond to rescue situations. Students revise/consolidate survival strokes and continue to develop basic strokes and skills (freestyle, backstroke and breaststroke). The butterfly stroke is introduced.	<b>Physical Activity</b> <b>Unit 2: Ball Skills, Physical Fitness, Cross Country and Athletics</b> In this unit, students develop the skills of passing (chest, bouncing, dribbling, kicking, shooting), catching, bouncing, and dribbling with various sized balls. They participate in team games such as tunnel ball, leader ball and captain ball to promote health and wellbeing and working as part of a team. The promotion of fair play is also embedded. Students participate in physical fitness routines to participate in the school Cross-Country (locomotive skills e.g. run, jump) Students continue physical fitness routines to participate in the school Athletics Carnival (locomotive skills e.g. warm-ups, run, jump, sprints, relays, shot put, high and long jump, javelin)	<b>Physical Activity</b> <b>Unit 3: Striking and Invasion Games</b> <b>Soccer</b> In this unit, students develop striking, trapping, dribbling and game strategy skills as well as rules to culminate in the application of these skills to a game situation. <b>Touch Football</b> In this unit, students develop ball handling skills and strategic skills of attack/defence as well as rules to culminate in the application of these skills to a game situation.	<b>Physical Activity/ Health (safety)</b> <b>Unit: Aquatics – Endurance and Strength</b> In this unit, students apply appropriate techniques to swim freestyle, backstroke, and breast stroke using kickboards. Stroke correction and diving is a focus for the unit. Through regular participation, students enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, health and wellbeing. This culminates in the school Swimming Carnival.
Technology	6 1.5h/ wk	<b>Unit 1 : Designing Greeting Cards (QCAA)</b> Students are familiar with greeting cards. They will investigate and analyze cards collected by themselves and others and make a card for a specific occasion (e.g. Mother's Day, Easter) and devise production procedures to produce own cards.		<b>Unit 2: Seismographs! (Links to Term 3 Science)</b> Using the technology practice – research, ideation, construct, test, evaluate and reflect - students work individually and in small groups to investigate, design and produce a working seismograph.	

Music Program

	Rhythm	Melody	Part Work	Structure	Performance Elements / Tone Colour	Semester 2 Assessment Options
Prep	Beat/Rhythm – simple and compound Taa TiTi	high low contour singing/speaking voice inner hearing	sing with B and RP Beat Ostinati	phrase same and different	faster/slower softer/louder rec sounds, voices, untuned percussion	<b>Music Detectives (QCAA)</b> Students sing and play a known game song using their listening skills to identify different voices and instruments. <b>Claparama (TR)</b> Students write and identify taa and titi and create and perform an 8 beat pattern.
1	Taa Ti Ti Sar Conduct in 2s Accent 2 4 barlines/ostinati	sm sm on staff sm = minor 3rd sml contour inner hearing improvisation	4 B RP ostinati 4 Beat Melodic Ostinati canon	question and answer canon same and different phrase	tempo dynamics (p f) rec voices, untuned percussion and tuned instruments	<b>Sew me a Melody (TR)</b> Students write and perform a short song using the notes so and me placing it onto the staff.
2	Taa TiTi Sar Tied Notes d ostinati	sml onto staff intune singing stems improvisation	RP and Mel ostinato canon partner songs	same and different using capital letters canon introduction	crec, decres string family legato/staccto	<b>Rhythmic Ostinatos (QCAA)</b> Students create and perform a rhythmic ostinato using simple hand-held percussion instruments to accompany a known class song.
3	Tikka tikka, d. Titi, tum, sar conduct in 2, 3	dmsl onto staff transferring stick notation onto staff improvisation	RP and Mel 8 B ost canon – vocal and instrumental partner songs ensemble performance	inventing phrases canon repeat sign verse –chorus	2-3 voices percussion family tempo dynamics	<b>Making Music (TR)</b> Students write an 8 beat song using the notes G and E, placing it onto the staff and perform it on the recorder.
4	ti tikka, tikka ti titi tum sar	pentatonic scale Recorder GEAB reading notes melodic ostinati stems rec maj/minor songs/chords	RP accomp canon – 4 parts 2 part material ds accomp	binary ternary rondo inventing phrases within a structure	woodwind family soundscapes	<b>Writing Music Like a Master (QCAA)</b> Students create and perform their own theme and variation using the second movement of Haydn's "Surprise" Symphony No. 94 as inspiration. <b>Partners in Time Years 4-6 (TR)</b> Students write a melody and harmony using the pentatonic scale and perform it with a partner on the recorder.
5	ti tikka, tikka ti taa ti titi tum sar taa ti	pentatonic scale d s, Recorder GEABCD rec maj/minor songs/chords melodic ostinati	chord changes ensemble partner songs	forms as above revisiting	brass family soundscapes	<b>Harmony in the House (QCAA)</b> Students create a harmony part for the known song "Dinah" and perform it for their peers. <b>Round and Round a Rondo (TR)</b> Students write a piece of music in rondo form and perform it on the recorder.
6	taa ti semibreve sycop polyrhythms	Recorder C,D,EFGABCD maj/minor keys compositions	chord sequences I IV V improvise ds bass line	as above	orchestra Aboriginal music	<b>Beats from the Box (QCAA)</b> Students convert a beat boxing style vocal percussion score into a tuned percussion composition and perform their composition for their peers. <b>Drumline (TR)</b> Students write a rhythmic piece, using element form and perform it with a group.

(QLD Pilot Music Program / QCAA The Arts: Music)

