



Brassall State School

Curriculum Placemat 2023



Federal Mandate

- Australian Curriculum V8**
- 8 Learning Areas
 - General Capabilities
 - Cross Curriculum



State Mandate DoE

P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF)

Every student succeeding State Schools Improvement Strategy 2022-2026



Metropolitan Region 2021-2024 Strategic Plan



Brassall State School Action Plan 2022-2023



Three Levels of Planning

Whole School Curriculum -V8.4/V9 AC

Overview of units taught each term and aligned assessments

Year Level/Band Plans-V8.4/V9 AC

Range and Balance-Coverage of Australian Curriculum

Unit Plans-V8.4/V9 AC

- Horizontal alignment
- Coverage of Achievement Standard & Content Descriptions tracked

Whole School Curriculum Plan

Overview of units taught

- All Learning Areas
- All Year Levels

Assessment & Reporting Framework

Schedule of data collection

- Overview of all assessment
- All learning areas, year levels and terms
- Diagnostic, Formative, Summative

Pedagogical Approach

Whole school approach to pedagogy

Alignment, Precision and Intentional collaboration of processes, planning and professional autonomy to determine the pedagogies most appropriate for BSS

Year Level Plan

- Learning Areas (not banded)
- One Year Levels

Band Plan

Banded Learning Areas

- HPE
- Technologies
- The Arts
- Languages-Japanese

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

At Brassall State School, differentiated teaching and learning is the way in which we remove barriers to learning, enabling all students access to their entitled curriculum, with the goal of every student engaged and learning.

Supported by:

Specialist Teachers

- HPE
- Technologies
- The Arts
- Languages-Japanese

Inclusion Team

- HoSes
- Support Teachers
- Teacher aides

LET Team

- Guidance Officer
- Social Worker
- Speech Pathologist

Unit Plans Contain

Moderation Focus Tool

- Align Achievement Standard with Content Descriptions, Elaborations, Differentiation and General Capabilities

Teaching and Learning Sequence

- Aligned with assessable elements
- Opportunity to demonstrate 5-point scale
- Clear conditions and instructions

"I Can" statements- Learning Wall

Student Folios

Student Folios

- Balanced judgement
- All assessable elements
- Retained record of summative assessment tasks

Collective Efficacy-Moderation





2025 Brassall State School Whole School Provision of the Australian Curriculum Prep to Year 6

CYCLE: YEAR A (odd years)		English C2C Units	Mathematics C2C Units	Science C2C Units	Humanities and social sciences C2C Units	Health and Physical Education	Technologies		The Arts					Languages - Japanese C2C Units
Year level	Reporting period						Digital Technologies C2C Units	Design and Technologies C2C Units	Dance (Offered in Year B – odd years)	Drama C2C Units	Media Arts Offered in Year B – odd years)	Music C2C Units	Visual Arts C2C Units	
Prep	Sem 1					CT Health								
	Sem 2													
	Time allocation (hours per week)	7hr	5hr	30 mins	30 mins	2hrs	1hr					30 mins	1hr	
1	Sem 1					CT Health								
	Sem 2													
	Time allocation (hours per week)	7hr	5hr	30 mins	30 mins	2hrs		1hr				30 mins	1hr	
2	Sem 1					CT Health								
	Sem 2													
	Time allocation (hours per week)	7hr	5hr	30 mins	30 mins	2hrs	1hr					30 mins	1hr	
3	Sem 1													
	Sem 2													
	Time allocation (hours per week)	7hr	5hr	1hr	1hr	2hrs		1hr				30 mins	1hr	
4	Sem 1													
	Sem 2													
	Time allocation (hours per week)	6hr	5hr	1hr	1hr	2hrs	1hr					30 mins	1hr	
5	Sem 1												Classroom Teacher	
	Sem 2						Classroom Teacher							
	Time allocation (hours per week)	6hr	5hr	1hr	1hr	2hrs	1hr					30 mins	1hr	1hr
6	Sem 1												Classroom Teacher	
	Sem 2							Classroom Teacher						
	Time allocation (hours per week)	6hr	5hr	1hr	1hr	2hrs		1hr				30 mins	1hr	1hr

Staffing:

- Technologies P-4- Kirsty Millwood
- Music P-6 - Natasha Raddie
- Visual Arts P-6- Kirsty Millwood



Brassall State School Data Schedule 2025

Data set	Year Levels Identified	Data source	Data use & desired outcomes	Responsibility for collection/recording Storage location	Term 1	Term 2	Term 3	Term 4
Formative Literacy Assessment	Prep – Year 6	Formative Monitoring	During Collective Efficacy Meetings To inform teaching and learning sequence (explicit instruction, reteach) and student feedback	Classroom Teachers Support Teachers Annotation on English MFT	ONGOING	ONGOING	ONGOING	ONGOING
Sparkle Kit Assessment <i>Reader only</i>	Prep – Year 2 Other years as required	Formative Diagnostic	To assess students' reading proficiency, including comprehension and fluency through the explicit teaching of systematic synthetic phonics	Classroom Teachers Support Teachers OneSchool Markbook	Week 10 31/3 Yr 1 Level 4 Yr 2 Level 6		Week 10 15/9 Yr 1 Level 6 Yr 2 Level 8	Prep ONLY Week 10 – 8/12 Level 3
Sounds Write Progress Check	Prep – Year 2	Formative Diagnostic	To inform explicit and differentiated teaching and learning of synthetic phonics and to monitor student learning outcomes (phonemic awareness, reading, writing, spelling).	Classroom Teachers Support Teachers OneSchool Markbook	Prep – W8, W9 Y1 – twice per term Y2 – twice per term	Prep to Year 2 Twice per term	Prep to Year 2 Twice per term	Prep to Year 2 Twice per term
Sound Waves Spelling Diagnostic Test	Year 3 – Year 6	Formative Diagnostic	To inform targeted differentiated teaching and learning, and explicit instruction of Spelling	Classroom Teachers OneSchool Markbook	Years 3 – Year 6 Week 3		Years 3 – 6 Week 3	
Morphology Spelling Test	Year 3 - 6	Formative Diagnostic	To inform explicit and differentiated teaching and learning of spelling morphology	Classroom Teachers Support Teachers OneSchool Markbook	Years 3 – Year 6 Week 3		Years 3 – Year 6 Week 3	
Literacy Continuum Task	Prep – Year 2	Formative Monitoring	To inform student literacy knowledge and skills: phonological / phonemic awareness; phonics, spelling and work knowledge; understanding texts, crafting and creating texts; speaking and listening; vocabulary.	Classroom Teachers Support Teachers OneSchool Markbook	Prep – W10 Task 1		Prep – W10 Task 2 Year 1 and Year 2 – W10	
Demand Writing Piece	Year 3 - Year 6	Formative Monitoring	To inform teaching and learning sequence and explicit instruction of Writing	Classroom Teachers Student Folio	Week 3 10/02			Y2 – Y5 Week 1 – 7/10
NAPLAN	Years 3 & 5	Formative Standardised	To monitor students' progress over time against the national measure, to identify strengths and areas to improve in teaching programs. Triangulate with A-E	DP 3-6 HoD-C (4-6) QCAA/OneSchool	Week 8 & 9 13/03 – 25/03			
PAT Suite	Year 2 to Year 6	Formative Diagnostic	To assesses reading comprehension, covering four strands. To measure mathematical ability across three strands.	Classroom Teachers Support Teachers OneSchool Markbook			Week 4 04/08	
EAL/D Band Scales	EAL/D identified students only	Formative Diagnostic	To assess/monitor to provide a map of EAL/D learner progress in Standard Australian English (SAE) language development	Support Teacher OneSchool Markbook	Week 8 17/03		Week 8 31/08	
Summative Assessment Tasks (AC Tasks)	Prep – Year 6	Summative	To assess and make judgements about student achievement against AC Achievement Standards	Classroom Teachers Support Teachers Student Folios	End of Units	End of Units	End of Units	End of Units



Brassall State School Pedagogical Approach 2025

HIGH EXPECTATIONS	COLLABORATIVE PLANNING	EXPLICIT TEACHING	STUDENT CENTRED DECISION MAKING	INCLUSIVE & SUPPORTIVE LEARNING ENVIRONMENT
<p>-do whatever it takes so that every student succeeds P-12 CARF</p> <p>-quality assure intended curriculum aligns with enacted curriculum delivery Learning Walks & Learning Walls Moderation Processes</p> <p>-use agreed feedback practices for students and staff Learning Walks Sharratt's (2016) 5 critical questions Differentiated Capability Improvement Model (DCIM)</p> <p>-quality assure the sustained impact of agreed teaching practices used to inform teaching and learning Collective Efficacy Meetings (CEM) Moderation Focus Tool (MFT)</p> <p>-co-construct comprehensive and challenging learning goals for each student based on agreed data sets</p> <p>-engage parents and carers as partners in learning</p> <p>-engage in ongoing induction, mentoring, coaching and instructional support in teaching and learning for all staff</p> <p>-actively participate and contribute during professional development opportunities</p> <p>-use the Inquiry Cycle to align decision making</p>	<p>-enact the Australian Curriculum through the delivery of the three levels of planning</p> <p>-actively engage in collaborative unit planning each term aligned with Australian Curriculum intent Moderation Focus Tool (MFT)</p> <p>-select pedagogy aligned with curriculum intent and demands of the learning area, general capabilities and cross-curriculum priorities Learning Walls</p> <p>-define assessment, with explicit criteria and standards, planned up front and aligned with teaching</p> <p>-design responsive lesson delivery, including monitoring and data collection practices, consistent across the school and learning areas Data Schedule</p> <p>-enact a comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology</p>	<p>-decide teaching pathways based on knowledge of the students and their prior learning and attributes</p> <p>-engage in frequent monitoring and diagnostic assessment to inform differentiation Collective Efficacy Meetings (CEM) Data Schedule</p> <p>-use evidence-based high impact teaching strategies for greatest effect (Hattie's research)</p> <p>-use Archer & Hughes' 16 elements of Explicit Instruction to plan lessons</p> <p>-adopt the Gradual Release of Responsibility model to build surface, deep and transfer skills</p> <p>-develop deep learning through thinking skills in authentic contexts (Metalinguage, Critical & Creative thinking skills and surface, deep and transfer learning)</p> <p>-challenge students develop Information and Communication Technology (ICT) capability</p>	<p>-respond to the needs of early years students using Age Appropriate Pedagogical approaches</p> <p>-use a team approach to differentiate for individual students Collective Efficacy Meetings (CEM) Learning Enhancement Team (LET)</p> <p>-actively engage in Moderation processes to quality assure curriculum alignment, pedagogy, assessment and reporting; and support consistency of teacher judgments and reported results against the relevant achievement standards Before, After, After, End Model</p> <p>-move between differentiated, focused and intensive intervention strategies to support student learning</p> <p>-differentiate student learning pathways using Maker's model on content, process, environment and product Moderation Focus Tool (MFT)</p> <p>-use a range of agreed formative (monitoring, diagnostic & standardised) and summative data sets as authentic assessment Data Schedule</p> <p>-use student folios to make judgments to award an overall level of achievement against the relevant Australian Curriculum achievement standard Student Folios</p>	<p>-use agreed practices for communicating with staff and school community including: Annual parent-teacher information meetings Bi-annual parent-teacher meetings Bi-annual academic reporting Weekly scheduled meetings Monthly P&C meetings Weekly Playgroup Fortnightly electronic newsletter Classroom newsletters Weekly school assemblies Social media pages</p> <p>-provide consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy Student Code of Conduct PBL, BSEM & TLaC</p> <p>-follow model of student support to cater for the academic, behavioural and social/emotional needs of students Learning Enhancement Team (LET) Case Management</p> <p>-create individualised learning plans for students including Individual Curriculum Plans, Personalised Learning Plans, Support Plans and documented adjustments</p> <p>-support an Early Years Network with membership from local Early Childhood Education Centres</p>

Prep					2025 Unit Overview
Subject area	Semester One		Semester Two		Responsible Officer
	Term One	Term Two	Term Three	Term Four	
English	Unit 1: Sharing thoughts and feelings	Unit 2: Exploring informative texts	Unit 3 – Exploring and sharing experiences	Unit 4 – Exploring imaginative texts	Classroom Teacher
Mathematics	Unit 1- Collecting, sort and comparing data	Unit 2- Partitioning and combining collections and representing practical situations	Unit 3- Representing practical situations including mass, length capacity & Identifying and sorting shapes	Unit 4-Using number to at least 20 and repeating patterns	
Science	Unit 1 - Our living world	Unit 2 - Our Material World	Unit 3 - Weather Watch	Unit 4 - Move it, move it	
HASS			Unit 2 - My special places		
Health	Unit 1 - I can do it! Unit 3- Looking out for others				
Phys. Ed.	Unit 1 - Let's get moving	Unit 2 - Catch that bean	Unit 3 - Who wants to play?	Unit 4 - Animal groove	Specialist Teacher
Technologies			Digital Technologies Unit 1 - Handy Helpers (adjusted to prep)		
Music	Unit 1 - Let's sing and play together		Beat, Rhythm and Rhyme		
Visual Arts	Unit 1- New Stories				

Year One					2025 Unit Overview
Subject area	Semester One		Semester Two		Responsible Officer
	Term One	Term Two	Term Three	Term Four	
English	Unit 1- Engaging with imaginative stories	Unit 2 – Exploring and creating informative texts	Unit 3 – Expressing opinions and procedures in texts	Unit 4- Exploring and creating imaginative texts	Classroom Teacher
Mathematics	Unit 1- Collecting, representing and discussing data	Unit 2- Partitioning one- and two-digit numbers and solving addition and subtraction problems to 20	Unit 3- Problem solving and measuring, comparing and classifying shapes and objects	Unit 4-Partitioning, skip counting and quantifying collections	
Science	Unit 1 – Living adventure	Unit 2 – Material madness	Unit 3 – Changes around me	Unit 4 – Exploring light and sound	
HASS			Unit 2 - My changing world		
Health	Unit 2 – Good choices, healthy me Unit 3 We all Belong				
Phys. Ed.	Unit 1 – Playing with balls	Unit 2 – I'm a balliever	Unit 3 – Catch me if you can	Unit 4 – Equipped to move	Specialist Teacher
Technologies			Design & Technologies Unit 1 – Spin It!		
Music	Unit 4 – Music in our new world		Notation Know-it-alls!		
Visual Arts	Unit 2- Up, down and all around				

Year Two					2025 Unit Overview	
Subject area	Semester One		Semester Two		Responsible Officer	
	Term One	Term Two	Term Three	Term Four		
English	Unit 1- Sharing ideas and responding to imaginative texts	Unit 2 – Understanding and creating informative texts	Unit 3- Expressing opinions	Unit 4- Engaging with narrative texts	Classroom Teacher	
Mathematics	Unit 1- Locating features and using maps and Using data to answer a question	Unit 2- Using a calendar and reading time on an analog clock	Unit 3- Using fractions and shapes in measurement context	Unit 4- Understanding numbers to at least 1000 and continuing additive patterns		
Science	Unit 1 – Mix, make and use	Unit 2 – Toy Factory	Unit 3 – Good to grow	Unit 4 – Save planet Earth		
HASS			Unit 1 – Present connections to places			
Health	Unit 1 – My classroom is healthy, safe and fun Unit 4- Message targets					
Phys. Ed.	Unit 1 – Gym	Unit 2 – They keep me rolling	Unit 3 – Ropes and rhymes	Unit 4 – What’s your target?	Specialist Teacher	
Technologies			Digital Technologies Unit 1 - Handy Helpers			
Music	Unit 3- Different places		Instrumental Families			
Visual Arts	Unit 3- What are you thinking?					

Year Three					2025 Unit Overview	
Subject area	Semester One		Semester Two		Responsible Officer	
	Term One	Term Two	Term Three	Term Four		
English	Unit 1- Examining imaginative texts	Unit 2- Examining informative texts	Unit 3- Exploring language to express opinions	Unit 4-Completing a novel study	Classroom Teacher	
Mathematics	Unit 1- Interpreting and creating a map and Conducting a guided statistical investigation	Unit 2- Using mathematical modelling and additive strategies to solve problems and estimating, measuring and comparing duration of events	Unit 3- Representing fractions and using mathematical modelling to solve practical problems	Unit 4- Applying knowledge of numbers beyond 10'000 finding unknowns, creating algorithms, solving problems and determining reasonableness and Identifying likelihood of events and conducting change experiments		
Science	Unit 1 – Is it living?	Unit 2 – Spinning Earth	Unit 3 – What’s the matter?	Unit 4 – Hot stuff		
HASS	Unit 1 – Our unique communities		Unit 2 – Exploring places near and far			
Phys. Ed.	Unit 1 – Scoot Scoot	Unit 2 – Take your marks, get set, play	Unit 3 – Having a ball!	Unit 4 – Pump it	Specialist Teacher	
Health	Unit 1 – Good friends		Unit 4 – I am healthy and active			
Technologies			Design & Technologies Unit 2 – What’s for lunch?			
Music	Unit 1 – Let’s celebrate, let’s remember		You Can with Canon			
Visual Arts	Unit 2- Tiny worlds					

Year Four					2025 Unit Overview
Subject area	Semester One		Semester Two		Responsible Officer
	Term One	Term Two	Term Three	Term Four	
English	Unit 1 - Exploring imaginative texts	Unit 2 - Reporting on topics of interest or learning	Unit 3 - Building an argument	Unit 4 - Completing a novel study	Classroom Teacher
Mathematics	Unit 1 – Grid references/Symmetry	Unit 2 – Solving financial problems, odd/even numbers, Solving duration problems by converting units of time	Unit 3 - Representing tenths and hundredths as decimals and using mathematical modelling to solve a problem	Unit 4 - Measuring length, mass, capacity, temperature, perimeter and area	
Science	Unit 2 – Ready, set, grow!	Unit 3 – Material use	Unit 1 – Here today, gone tomorrow	Unit 4 – Fast Forces	
HASS	Unit 2 – Sustainable use of places		Unit 1 – Early exploration and settlement		
Phys. Ed.	Unit 1 – Superstars	Unit 2 – Athletic spectacle	Unit 3 – Bat, catch, howzat!	Unit 4 – Let me entertain you	Specialist Teacher
Health	Unit 1 – Making healthy choices		Unit 4 – Netiquette and online protocols		
Technologies			Digital Technologies Unit 1 – What digital systems do you use?		
Music	Unit 2 – Songs of Australia		Folk music		
Visual Arts	Unit 3- Patterns in the playground				

Year Five					2025 Unit Overview
Subject area	Semester One		Semester Two		Responsible Officer
	Term One	Term Two	Term Three	Term Four	
English	Unit 1- Examining and creating fantasy texts	Unit 4- Appreciating poetry Unit 5- Responding to poetry	Unit 2- Examining media texts Unit 3- Examining character in animated film	Unit 6- Exploring narrative through novels and film	Classroom Teacher
Mathematics	Unit 1- Interpreting data, posing questions to collect data - Multiplication, division and fractions	Unit 2- Shape, angle and transformations - Mapping	Unit 3- Patterns with money and numbers - Calculating measurements	Unit 4- Calculating time and identifying factors and multiples - Describing chance and probability	
Science	Unit 1 – Survival in the environment	Unit 2 – Our place in the solar system	Unit 3 – Now you see it	Unit 4 – Matter matters	
HASS	Unit 1 – People and the environment	Unit 4- Participating in Australian Communities	Unit 3 – Communities in colonial Australia (1800's)	Unit 5- Consumer decision making in Australian communities	
Phys. Ed.	Unit 1 – Play2Rhythm	Unit 2 – Tchoukball	Unit 3 – Built for B-Ball	Unit 4 – UNITE	Specialist Teacher
Health	Unit 1 – Emotional interactions		Unit 4 – Growing up		
Technologies			Digital Technologies Unit 1 – A-maze-ing digital designs		
Music	Unit 3 – Rhythm Riot		Theme and Variation		
Visual Arts	Unit 1- The animal within				
Drama					
Languages <i>Japanese</i>	Unit 1- What's in a name?		Unit 2- What is a family?		

Year Six					2025 Unit Overview	
Subject area	Semester One		Semester Two		Responsible Officer	
	Term One	Term Two	Term Three	Term Four		
English	Unit 1- Short stories	Unit 2- Examining advertising in the media Unit 3- Exploring news reports in the media	Unit 4- Interpreting literary texts Unit 5- Exploring literary texts by the same author	Unit 6- Comparing texts	Classroom Teacher	
Mathematics	Unit 1- Interpreting and comparing data displays - Interpreting and using timetables	Unit 2- Apply order of operations - Investigating angles - Investigating pyramids/measurements	Unit 3- Calculating fractions and decimals - Number properties and calculating percentage discounts	Unit 4- Locating integers and describing transformations - Describing probabilities and comparing frequencies - Secondary data		
Science	Unit 1 – Making changes	Unit 4 – Life on Earth	Unit 3- Our changing world	Unit 2-Energy and Electricity		
HASS	Unit 1- Australia in the past Unit 2 – Australians as citizens	Unit 3- Australia in a diverse world	Unit 4- Australia’s global connections	Unit 5- Making decisions to benefit the community		
Phys. Ed.	Unit 1 –Surf or Turf	Unit 2 – Fitness fun	Unit 3 – ‘All codes’ football	Unit 4 – Over the net	Specialist Teacher	
Health	Unit 1 – Who influences me?		Unit 3- What am I drinking?			
Technologies			Design & Technologies Unit 1 – Harvesting good health			
Music	Unit 2 – Around the world with music		Rockin’ the 12 Bar Blues			
Visual Arts	Unit 3- Grand shelter designs					
Drama						
Languages <i>Japanese</i>		Unit 3- What are personal spaces?		Unit 4- How do we play?		

WHOLE SCHOOL CURRICULUM PLAN 2025

(Australian Curriculum V9)

ENGLISH	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
PREP	<p>Sharing thoughts and feelings</p> <p>Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, various types of stories, rhyming verse and poems.</p> <p>Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes.</p> <p>Students engage in shared and independent writing and/or learning experiences to create short texts for example: pictorial representations, short statements, performances and short recounts, to retell, interact and share ideas about stories and express their preferences for characters and texts.</p>	<p>Exploring informative texts</p> <p>Students engage with a range of informative texts. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, various types of stories and non-fiction texts.</p> <p>Students explore familiar text types such as stories and informative texts, and identify language and visual features of texts to suit their purpose. They recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts.</p> <p>Students engage in shared and independent writing and/or learning experiences to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.</p>	<p>Exploring and sharing experiences</p> <p>Students engage with texts which contain straightforward sequences of events and everyday happenings, for example: informative texts that retell real experiences, and imaginative texts that include events or happenings experienced by the characters.</p> <p>Through texts, students recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school. They explore language for expressing and developing ideas when retelling experiences or events in stories. Students make connections to personal or character experiences, and explore how feelings and preferences relating to these experiences might be expressed.</p> <p>Students engage in shared and independent writing and/or learning experiences to create short spoken and written texts to retell events in stories and everyday happenings, using language to sequence events, and express thoughts and feelings.</p>	<p>Exploring imaginative texts</p> <p>Students engage with spoken, written and multimodal texts which feature characters, clear events, beginnings and endings.</p> <p>Through texts students explore how characters and events are represented and language used to describe them. They build on their understanding of imaginative texts, exploring text structures and language features including how sentences work to make meaning and connections between print and images.</p> <p>Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar imaginative stories. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.</p>
		<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
YEAR 1	<p>Engaging with imaginative stories</p> <p>Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances</p> <p>Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences.</p>	<p>Exploring and creating informative texts</p> <p>Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts.</p> <p>Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences.</p>	<p>Expressing opinions and procedures in texts</p> <p>Students engage with a range of texts that contain topics or story elements that can be presented as a procedure.</p> <p>They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of information texts.</p> <p>Through texts, students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details.</p>	<p>Exploring and creating imaginative texts</p> <p>Students engage with a range of texts that depict characters, settings and events.</p> <p>They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure.</p> <p>Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning.</p>
		<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>

ENGLISH	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
YEAR 2	<p>Sharing ideas and responding to imaginative texts</p> <p>Students engage with a range of imaginative texts which use language in different ways to present characters and settings.</p> <p>They read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry.</p> <p>Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue</p> <p>They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts.</p>	<p>Understanding and creating informative texts</p> <p>Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these.</p> <p>They read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations.</p> <p>Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose.</p> <p>Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.</p>	<p>Expressing opinions</p> <p>Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts.</p> <p>Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, and imaginative and informative short films and animations.</p> <p>Through texts, students explore how information is presented in different types of texts to suit their purpose and audience, and explore how persuasive language is used to express opinions about texts and topics.</p> <p>They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.</p>	<p>Engaging with narrative texts</p> <p>Students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Informative texts with related themes and topics are selected to complement these.</p> <p>Students read, view and comprehend narrative texts, including simple texts that support students' transition to becoming independent readers, picture books, and simple chapter books with events that span several pages.</p> <p>Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas.</p> <p>Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.</p>
		<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>
YEAR 3	<p>Examining imaginative texts</p> <p>Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text.</p> <p>They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances.</p> <p>Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models.</p> <p>Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.</p>	<p>Examining informative texts</p> <p>Students engage with a range of informative texts that present content of increasing complexity and technicality. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary.</p> <p>Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features.</p> <p>Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information.</p> <p>Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns. They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.</p>	<p>Exploring language to express opinions</p> <p>Students engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. These texts may include picture or chapter books and informative texts. Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers. Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience. Students engage in shared and independent writing and/or learning experiences to create persuasive responses for a particular purpose and audience. They use language of evaluation and emotion such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.</p>	<p>Completing a novel study</p> <p>Through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Students read, view and comprehend a selected text that describes events that extend over several pages, includes unusual happenings within a framework of familiar experiences, and includes images that extend meaning. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. Students engage in shared and independent writing and/or learning experiences to create imaginative responses to the text. They use appropriate text structures to suit the purpose, paragraphs to group related ideas, and language features, including compound sentences, to add detail to their texts. Students spell multisyllabic words with more complex letter patterns.</p>
		<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>

ENGLISH	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
YEAR 4	Exploring imaginative texts	Reporting on topics of interest or learning	Building an argument	Completing a novel study
	<p>Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning.</p> <p>They read, view and comprehend a range of imaginative texts which support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances.</p> <p>Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.</p>	<p>Students engage with a variety of texts, including informative texts, with content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas.</p> <p>Students read, view and comprehend texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, and strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts.</p> <p>Students compare texts from different times with similar purposes and explore how authors use informative text structures and language features such as headings, italics and bold text to support readers or viewers to navigate the text. They identify visual features such as images and layout to complement, add to or shape understanding of a topic.</p> <p>Students engage in learning experiences, including shared and independent writing, to create reports about topics that are organised into paragraphs with relevant linked ideas, and use language to express and develop ideas.</p>	<p>Students engage with a variety of texts that provide a stimulus for building an argument, such as picture books, short novels, films and non-fiction texts, and persuasive texts, as models for creating their own work.</p> <p>Students read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students identify the subjective language of opinion and feeling, and the objective language of factual reporting.</p> <p>Students engage in shared and independent writing and/or learning experiences to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice.</p>	<p>Through a novel study, students identify characteristic stages of narrative texts, for example, orientation, complication and resolution. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Students read, view and comprehend a short novel which describes sequences of events that develop over chapters, and unusual happenings within a framework of familiar experience. The novel supports and extends students as independent readers as they integrate phonic, semantic and grammatical knowledge to read accurately and fluently.</p> <p>Students engage in shared and independent writing and/or learning experiences to create written responses about what they have read, using paragraphs to organise and link ideas, and language features including complex sentences, topic-specific vocabulary and literary devices. When creating written texts, students use phonic, morphemic and grammatical knowledge to correctly spell multisyllabic and multimorphemic words.</p>
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
	Appreciating and responding to literary texts	Engaging with information reports	Persuading others	Completing a novel study
YEAR 5	<p>Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real world and imagined settings.</p> <p>Students read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose.</p> <p>Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices. Students compare texts narrated from a first person and third person point of view and discuss why an author might choose a particular point of view.</p> <p>Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features.</p> <p>They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings.</p>	<p>Students engage with a variety of informative texts which supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas.</p> <p>Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included.</p> <p>Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words.</p>	<p>Students engage with a variety of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work.</p> <p>Students, read, view and comprehend texts that support and extend students as independent readers, monitoring and building meaning.</p> <p>Through texts, students explore ethical dilemmas in real-world and imagined settings. They examine point-of-view, positioning and influence in text, and how they affect interpretation and response from the audience.</p> <p>Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. They participate in a range of speaking and listening situations, including formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice such as tone, volume, pitch and pace.</p>	<p>Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters.</p> <p>Through texts, students explore how ideas are developed through fictional elements, for example: main idea, characterisation, setting, and devices such as imagery, including simile, metaphor and personification, in narratives. They compare texts narrated from a first person and third person point of view.</p> <p>Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions.</p>

ENGLISH	SEMESTER ONE		SEMESTER TWO	
	Term 1- Unit 1	Term 2- Unit 2	Term 3- Unit 3	Term 4- Unit 4
YEAR 6	<p>Engaging with and responding to literature</p> <p>Students engage with a variety of literary texts that support and extend students as independent readers. Texts may include novels, short stories, poems, songs and dramatic performances.</p> <p>Students read, view and comprehend past and contemporary literary texts, exploring how literary devices, for example, narrative structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect.</p> <p>Through texts, students explore contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences may have on the meaning of texts and attitudes towards characters, actions and events.</p> <p>Students use interaction skills and features of voice to share opinions and evaluate information about texts, using and varying language appropriate to the situation and audience. They engage in shared and independent writing to respond to literary texts, and use features of these texts as models to create their own work.</p>	<p>Engaging with and responding to informative texts</p> <p>Students engage with a variety of informative texts that may include technical information and/or content about a wide range of topics of interests or topics being studied in other learning areas. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to connect and compare content from a variety of sources.</p> <p>Through texts, students identify informative text structures and features, and explore how structural features help the reader navigate texts to suit the purpose. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams.</p> <p>Through teaching and learning, students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures, including complex sentences with embedded clauses to elaborate, extend and explain ideas.</p>	<p>Using language to persuade</p> <p>Students engage with a range of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work.</p> <p>Students read, view and comprehend texts that support and extend them as independent readers, monitoring meaning and analysing how text structures and language features work to engage and influence an audience.</p> <p>Through texts, students explore ethical dilemmas or issues in real-world and imagined settings. They examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias.</p> <p>Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.</p>	<p>Completing a novel study</p> <p>Through a novel study, students explore themes of interpersonal relationships and ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Students read, view and comprehend a selected novel which includes a range of less predictable characters and elaborated events including flashbacks and shifts in time.</p> <p>Through texts, students identify narrative text structures and language features, recognising how authors often adapt these. Students identify and explain author style and analyse how language features work together to meet the purpose of the narrative.</p> <p>Through teaching and learning, students plan, create, edit and publish a written imaginative text, organised into characteristic stages and phases of a narrative. Ideas are developed and expressed in varied and cohesive paragraphs, using a variety of complex sentences, expanded and sharpened through careful choice of vocabulary. They experiment with literary devices to shape meaning or evoke responses from the reader.</p>

MATH	SEMESTER ONE		SEMESTER TWO	
	Unit 1	Unit 2	Unit 3	Unit 4
PREP	<i>within and across the units, develop the content, proficiencies and processes to ensure students developmentally build knowledge and skills and a positive disposition towards mathematics.</i>			
	<p>Number and Algebra</p> <ul style="list-style-type: none"> • look for and make connections between number names, numerals and quantities • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts • develop a sense of sameness, difference and change when engaging in play-based activities about patterns <p>Space</p> <ul style="list-style-type: none"> • develop a sense of sameness, difference and change when engaging in play-based activities describing position and location • bring mathematical meaning to the use of familiar terms and language when explaining thinking about position and location <p>Statistics</p> <ul style="list-style-type: none"> • explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify and compare data • bring mathematical meaning to the use of familiar terms and language when posing and responding to questions about data, and explaining thinking and reasoning 	<p>Number</p> <ul style="list-style-type: none"> • look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, adding to and taking away from collections to at least 10 <p>Measurement</p> <ul style="list-style-type: none"> • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events 	<p>Number</p> <ul style="list-style-type: none"> • look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10 <p>Space</p> <ul style="list-style-type: none"> • name, create and compare shapes, using elementary mathematical reasoning in active learning experiences • a sense of sameness, difference and change when engaging in play-based activities about shapes <p>Measurement</p> <ul style="list-style-type: none"> • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects 	<p>Number and Algebra</p> <ul style="list-style-type: none"> • look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts

MATH	SEMESTER ONE		SEMESTER TWO	
	Unit 1	Unit 2	Unit 3	Unit 4
YEAR 1	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growth patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction, explore commutativity. • Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units. • Chance — describe the outcomes of familiar events. • Data representation and interpretation ask a suitable question for gathering data, gather, record and represent data. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems. • Fractions and decimals — investigate wholes and halves, partition to make equal parts • Money and financial mathematics — explore features of Australian coins. • Patterns and algebra — investigate and describe repeating and growing patterns, connect counting sequences to growth patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns • Using units of measurement — describe the duration of an hour, explore and tell time to the hour. • Shape — Investigate the features of three-dimensional objects & two-dimensional shapes, & describe two-dimensional shapes & three-dimensional objects. • Location and transformation — explore and describe location, investigate and describe position, direction and movement, interpret directions. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — recall, represent and, count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; adding single and two-digit numbers; represent, explore doubling and halving; record and solve simple addition and subtraction problems. • Money and financial mathematics - recognise, describe, and order Australian coins according to their value. • Patterns and algebra — recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence. • Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe durations in time, tell time to the half hour; represent times on digital and analog clocks. • Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects. • Location and transformation - give and follow directions; investigate 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for 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 parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts. • Fractions and decimals — identify one half. • Patterns and algebra - describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns. • Chance — identify the chance of events occurring, predict outcomes of familiar events. • Data representation and interpretation ask suitable questions to collect data, collect and represent data.

MATH	SEMESTER ONE		SEMESTER TWO	
	Unit 1	Unit 2	Unit 3	Unit 4
YEAR 2	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count collections in groups of ten, represent two-digit numbers, read and write 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, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems. • 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 and compare lengths using non-standard units. • Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. • Data representation and interpretation collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — recall addition, subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add & subtract single and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems. • Fractions and decimals — represent halves and quarters and eighths of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths. • Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 & \$10 notes, count small collections of coins and notes Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. • Using units of measurement — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units. • Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects. • 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. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, and count large collections. • Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems. • Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts. • Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars. • Location and transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems. • Fractions and decimals — identify halves, quarter and eighths of shapes and collections. • Using units of measurement — directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour. • Shape — draw and describe two-dimensional shapes, describe the features of three-dimensional objects. • Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps. • Chance — predict the likelihood of an event based on data. • Data representation and interpretation — Use data to answer questions, represent data.

MATH	SEMESTER ONE		SEMESTER TWO	
	Unit 1	Unit 2	Unit 3	Unit 4
YEAR 3	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count to 1 000, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts. • Using units of measurement — tell time to 5-minute intervals, identify one metre as a standard metric unit, represent a metre, measure with metres. • Chance — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments. • Data representation and interpretation — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten. • Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections. • Money and financial mathematics — count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money. • Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. • Location and transformation — represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map. • Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two – digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract. • Fractions and decimals — represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving halves, thirds, quarters and eighths. • Money and financial mathematics — represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals. • Patterns and algebra — identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns. • Units of measurement — use familiar metric units to order and compare objects, explain measurement choices, represent time to the minute on digital and analog clocks, transfer knowledge of time to real-life contexts. • Location and transformation — describe and identify examples of symmetry in the environment, classify shapes as symmetrical and non-symmetrical. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — recall addition and related subtraction number facts, 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 two-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), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions. • Money and financial mathematics — 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. • Shape — make models of three-dimensional objects. • Location and transformation — represent symmetry, interpret simple maps and plans. • Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations. • 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.

MATH	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
YEAR 4	<p>Number</p> <ul style="list-style-type: none"> draw on proficiency with number facts, fractions and decimals (tenths) to deepen an appreciation of how numbers work <p>Space</p> <ul style="list-style-type: none"> recognise and create line and rotational symmetry using materials and digital software create and interpret grid reference systems and directions to locate and describe positions and pathways <p>Statistics</p> <ul style="list-style-type: none"> develop and use surveys to obtain data that is directly relevant to statistical investigations 	<p>Number and Algebra</p> <ul style="list-style-type: none"> draw on proficiency with number facts, fractions and decimals to deepen an appreciation of how numbers work develop and use strategies for multiplication that are based on understanding of multiplication as an operation and knowledge of laws for arithmetic operations choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context of the situation become aware of the importance of context and purpose when they make judgements and reflect on the reasonableness of measurements and the results of calculations, and how they choose to represent mathematics and mathematical information <p>Measurement</p> <ul style="list-style-type: none"> convert between units of time when solving problems involving duration 	<p>Number</p> <ul style="list-style-type: none"> draw on proficiency with number facts, fractions and decimals to deepen an appreciation of how numbers work choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context of the situation <p>Space</p> <ul style="list-style-type: none"> represent and approximate shapes and objects in the environment <p>Measurement</p> <ul style="list-style-type: none"> measure and estimate common attributes of objects using conventional instruments and appropriate metric units 	<p>Number</p> <ul style="list-style-type: none"> draw on proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently use algorithms to generate sets of numbers, recognising and describing any patterns that emerge develop and use strategies for multiplication that are based on their understanding of multiplication as an operation and their knowledge of laws for arithmetic operations <p>Probability</p> <ul style="list-style-type: none"> draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events investigate variability by conducting repeated chance experiments, observing results

MATH	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
YEAR 5	<p>Number</p> <ul style="list-style-type: none"> apply understanding of relationships to convert between forms of numbers, units and spatial representations <p>Space</p> <ul style="list-style-type: none"> recognise what stays the same and what changes when shapes undergo transformations locate and move positions within a grid coordinate system <p>Statistics</p> <p>plan, conduct and report findings from statistical investigations that involve nominal and ordinal categorical and discrete numerical data and means for representing data</p>	<p>Number and Algebra</p> <ul style="list-style-type: none"> experiment with factors and multiples using algorithms and digital tools find unknowns in numerical equations involving multiplication and division use estimation strategies to check the reasonableness of calculations use mathematical modelling to solve financial and practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions they reach about the context use proficiency with multiplication facts and efficient calculation strategies <p>Measurement</p> <p>apply an understanding of relationships to convert between 12- and 24- time</p>	<p>Number</p> <ul style="list-style-type: none"> apply understanding of relationships to convert between forms of numbers, units and spatial representations use mathematical modelling to solve financial and practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions reached about the context use common percentages to make proportional comparisons of quantities <p>Space</p> <ul style="list-style-type: none"> apply an understanding of relationships between objects and two-dimensional nets <p>Measurement</p> <ul style="list-style-type: none"> use appropriate metric units to directly measure the area and perimeter of regular and irregular spaces and mass and capacity <p>use appropriate instruments and digital tools to construct and measure angles in degrees</p>	<p>Number and Algebra</p> <ul style="list-style-type: none"> apply understanding of relationships to convert between forms of numbers, units and spatial representations experiment with factors and multiples using algorithms and digital tools to identify and explain patterns use proficiency with multiplication facts and efficient calculation strategies find unknowns in numerical equations involving multiplication and division <p>Probability</p> <p>develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring</p>

MATH	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
YEAR 6	<p>Number</p> <ul style="list-style-type: none"> expand the repertoire of numbers students work with to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers <p>Space</p> <ul style="list-style-type: none"> use combinations of transformations to create tessellating patterns <p>Statistics</p> <ul style="list-style-type: none"> conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings. 	<p>Number and Algebra</p> <ul style="list-style-type: none"> solve arithmetic problems involving all four operations with natural numbers of any size extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers to solve problems efficiently use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions find unknown values in numerical equations involving and combinations of arithmetic operations. <p>Measurement</p> <ul style="list-style-type: none"> use timetables of daily activities to solve practical problems 	<p>Number</p> <ul style="list-style-type: none"> solve practical addition and subtraction problems involving fractions with related denominators solve arithmetic problems involving all four operations with decimals use mathematical modelling to solve practical problems, choosing models, representations and calculation strategies and justify solutions <p>Space</p> <ul style="list-style-type: none"> use physical materials to compare the parallel cross-sections of familiar objects including right prisms apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle begin to formally use deductive reasoning in spatial contexts involving lines and angles. <p>Measurement</p> <ul style="list-style-type: none"> convert between common metric units of length, mass and capacity (for example: metres and centimetres) 	<p>Number and Algebra</p> <ul style="list-style-type: none"> solve problems involving fractions, decimals and percentages of a quantity, including percentage discounts and choosing efficient calculation strategies using digital tools where appropriate recognise and use rules that generate growing patterns and number patterns involving natural numbers and rational numbers apply computational thinking to develop algorithms that use rules to generate numbers, such as to find unknown values in patterns <p>Probability</p> <ul style="list-style-type: none"> recognise that probabilities of an event can be described and compared numerically observe and compare long-run frequencies in repeated chance experiments and simulations.

SCIENCE	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
PREP	Our living world	Our material world	Weather watch	Move it, move it
	<p>Students will:</p> <ul style="list-style-type: none"> Use their senses to observe the needs of living things, both animals and plants. Begin to understand that observing is an important part of science and that scientists discuss and record their observations. Learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. Analyse different types of environments and how each provides for the needs of living things. Consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds. 	<p>Students will:</p> <ul style="list-style-type: none"> Examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Learn how to describe the properties of the materials from which objects are made and how to pose science questions. Observe and analyse the reciprocal connection between properties of materials, objects and their uses Recognise the scientific decision making that occurs in everyday life. Conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations. 	<p>Students will:</p> <ul style="list-style-type: none"> Use their senses to explore and observe the weather in their local environment, record observations using symbols. Observe that weather can change and identify the features that reflect a change in the weather. Be given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. Begin to realise that weather conditions are not the same for everyone. Learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather. 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Use their senses to observe and explore the properties and movement of objects. Recognise that science involves exploring and observing using the senses. Engage in hands on investigations and respond to questions about the factors that influence movement. Share and reflect on observations and ideas and represent what they observe. Have the opportunity to apply and explain knowledge of movement in a familiar situation.

SCIENCE	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
YEAR 1	Living adventure	Material madness	Changes around me	Exploring light and sound
	<p>Students will:</p> <ul style="list-style-type: none"> Make links between external features of living things and the environments in which they live. Consider how the needs of living things are met in a variety of habitats. Compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Understand that science helps people care for environments and living things Use science knowledge to recommend changes to improve habitats and care for the environment. Share observations using scientific and everyday language. 	<p>Students will:</p> <ul style="list-style-type: none"> Explore how everyday materials can be physically changed in a variety of ways according to their properties. Describe the actions used to physically change materials to make objects for different purposes Understand that science involves asking questions about and describing changes to objects that are used in their everyday lives. Respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. Use a range of methods to sort information and collect and record observations, comparing them with the observations of others. Modify a material for a given purpose, test their modifications and compare their observations with predictions. 	<p>Students will:</p> <ul style="list-style-type: none"> Describe the observable features of a variety of landscapes and skies. Consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life. 	<p>Students will:</p> <ul style="list-style-type: none"> Explore sources of light and sound. Manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. Examine how light and sound are useful in everyday life. Respond to and ask questions. Make predictions and share observations, comparing their observations with predictions and with each other. Sort observations and represent and communicate their understandings in a variety of ways.

SCIENCE	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
YEAR 2	Mix, make and use	Toy factory	Good to grow	Save planet Earth
	Students will: <ul style="list-style-type: none"> Investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Understand that science involves asking questions about, and describing changes to, familiar objects and materials. Describe changes made to materials when combining them to make an object that has a purpose in everyday life. Pose questions, make predictions and follow instructions to record observations in a guided investigation. Represent and communicate their observations using scientific language. 	Students will: <ul style="list-style-type: none"> Understand how a push or pull affects how an object moves or changes shape. Understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. Pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. Use informal measurements to make and compare observations about movement and sort information about the way toys move. Apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create. 	Students will: <ul style="list-style-type: none"> Examine how living things, including plants and animals, change as they grow. Ask questions about, investigate and compare the changes that occur to different living things during their life stages. Consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. Conduct investigations including exploring the growth and life stages of a class animal and plant. Respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas. 	Students will: <ul style="list-style-type: none"> 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. use informal measurements to record observations from experiments. 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. Share their ideas about conservation of Earth's resources in a presentation. Learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.

SCIENCE	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 4</i>	<i>Unit 3</i>
YEAR 3	Is it living?	Spinning Earth	What's the matter?	Hot stuff
	Students will: <ul style="list-style-type: none"> Learn about grouping living things based on observable features and that living things can be distinguished from non-living things. Justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Understand that science knowledge helps people to understand the effect of actions. Use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Identify and use safe practices to make scientific observations and record data about living and non-living things. Use scientific language and representations to communicate their observations, ideas and findings. 	Students will: <ul style="list-style-type: none"> Use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. Identify the observable and non-observable features of Earth and compare its size with the sun and moon. Make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Represent their data in tables and simple column graphs to identify patterns and explain their results. Identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. Create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation. 	Students will: <ul style="list-style-type: none"> Understand how a change of state between solid and liquid can be caused by adding or removing heat. Explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Identify how science is involved in making decisions and how it helps people to understand the effect of their actions. Evaluate how adding or removing heat affects materials used in everyday life. Conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Describe how science investigations can be used to answer questions. Recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives. 	Students will: <ul style="list-style-type: none"> Investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. Explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Identify that heat energy transfers from warmer areas to cooler areas. Use their experiences to identify questions about heat energy and make predictions about investigations. Describe how they can use science investigations to respond to questions. Plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. Represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.

SCIENCE	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 1</i>	<i>Unit 4</i>
YEAR 4	Ready, set, grow	Material use	Here today, gone tomorrow	Fast forces!
	<p>Students will:</p> <ul style="list-style-type: none"> Investigate life cycles and sequence key stages in the life cycles of plants and animals. Examine relationships between living things and their dependence on each other and on the environment. Consider human and natural changes to the habitats, predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. Identify when science is used to understand the effect of their own and others' actions. Identify investigable questions and make predictions based on prior knowledge. Discuss ways to conduct investigations safely and make and record observations with accuracy. Use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. Communicate their observations and findings. 	<p>Students will:</p> <ul style="list-style-type: none"> 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 how science knowledge helps people to understand the effect of their actions. Make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. 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. Complete simple reports to communicate their findings. 	<p>Students will:</p> <ul style="list-style-type: none"> Explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. Describe situations where science understanding can influence their own and others' actions. Identify questions and make predictions based on prior knowledge. Safely use equipment and make and record observations with accuracy. Suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings 	<p>Students will:</p> <ul style="list-style-type: none"> Use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. Use their knowledge of forces to make predictions about games and complete games safely in order to collect data. Use tables and column graphs to organise data and identify patterns so that findings can be communicated. Identify how science knowledge of forces helps people understand the effects of their actions.

SCIENCE	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>
YEAR 5	Survival in the environment	Our place in the solar system	Now you see it	Matter matters
	<p>Students will:</p> <ul style="list-style-type: none"> Analyse the structural features and behavioural adaptations that assist living things to survive in their environment. Understand that science involves using evidence and comparing data to develop explanations. Investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments. 	<p>Students will:</p> <ul style="list-style-type: none"> Describe the key features of our solar system including planets and stars. Discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. Pose questions, plan and conduct investigations to answer questions and solve problems. Decide on variables to change and measure to conduct fair tests. Communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media. 	<p>Students will</p> <ul style="list-style-type: none"> Investigate the properties of light and the formation of shadows. 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. Plan investigations including posing questions, making predictions, and following and developing methods. Analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. Explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives. 	<p>Students will:</p> <ul style="list-style-type: none"> 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. Pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. Represent data and observations in tables and graphs. Identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. Suggest ways to improve fairness and accuracy of their investigation.

SCIENCE	SEMESTER ONE		SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 4</i>	<i>Unit 3</i>	<i>Unit 2</i>
YEAR 6	Making changes	Life on Earth	Our changing world	Energy and electricity
	<p>Making changes</p> <ul style="list-style-type: none"> 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, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives. 	<p>Our changing world</p> <ul style="list-style-type: none"> Students explore how sudden geological changes 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>Life on Earth</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 living things. 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>Energy and electricity</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 have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.</p>

HASS	SEMESTER ONE	SEMESTER TWO
	<i>Unit 1</i>	<i>Unit 2</i>
PREP	My family history	My special places
	<p>Inquiry questions: <i>What is my history and how do I know?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore the nature and structure of families • Identify their own personal history, particularly their own family backgrounds and relationships • Examine diversity within their family and others • Investigate familiar ways family and friends commemorate past events that are important to them • Recognise how stories of families and the past can be communicated through sources that represent past events • Present stories about personal and family events in the past that are commemorated. 	<p>Inquiry questions: <i>What are places like and what makes them special?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Draw on studies at the personal scale, including places where they live or other places that are familiar to them • Understand that a 'place' has features and a boundary that can be represented on maps or globes • Recognise that what makes a 'place' special depends on how people view the place or use the place • Observe and represent the location and features of places using pictorial maps and models • Examine sources to identify ways that people care for special places • Describe special places and the reasons they are special to people • Reflect on learning to suggest ways they could contribute to the caring of a special place.

HASS	SEMESTER ONE	SEMESTER TWO
	<i>Unit 1</i>	<i>Unit 2</i>
YEAR 1	My changing life	My changing world
	<p>Inquiry questions: <i>How has my family and daily life changed over time?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore family structures and the roles of family members over time • Recognise events that happened in the past may be memorable or have personal significance • Identify and describe important dates and changes in their own lives • Compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences • Respond to questions about the recent past • Sequence and describe events of personal significance using terms to describe the passing of time • Examine sources, such as images, objects and family stories, that have personal significance share stories about the past 	<p>Inquiry questions: <i>What are the features of my local places and how have they changed?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops • Recognise that the features of places can be natural, managed or constructed • Identify and describe the natural, constructed and managed features of places • Examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places • Represent local places using pictorial maps and describe local places using the language of direction and location • Respond to questions to find out about the features of places, the activities that occur in places and the care of places • Collect and record geographical data and information, such as observations and interviews to investigate a local place • Reflect on learning to respond to questions about how features of places can be cared for

HASS	SEMESTER ONE	SEMESTER TWO
	<i>Unit 1</i>	<i>Unit 2</i>
YEAR 2	Present connections to places	Impacts of technology over time
	<p>Inquiry questions: <i>How are people connected to their place and other places?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Draw on representations of the world as geographical divisions and the location of Australia • Recognise 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 • Identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • Understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • Represent connections between places by constructing maps and using symbols • Examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections • Respond with ideas about why significant places should be preserved and how people can act to preserve them. 	<p>Inquiry questions: <i>How have changes in technology shaped our daily life?</i></p> <p>Students:</p> <ul style="list-style-type: none"> • Investigate continuity and change in technology used in the home, for example, in toys or household products • Compare and contrast features of objects from the past and present • Sequence key developments in the use of a particular object in daily life over time • Pose questions about objects from the past and present • Describe ways technology has impacted on peoples' lives making them different from those of previous generations • Use information gathered for an investigation to develop a narrative about the past.

HASS	SEMESTER ONE	SEMESTER TWO
	<i>Unit 1</i>	<i>Unit 2</i>
YEAR 3	Our unique communities	Impacts of technology over time
	<p>Inquiry questions: <i>How do people contribute to their unique communities?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • Explain how and why people participate in and contribute to their communities • Identify a point of view about the importance of different celebrations and commemorations to different groups • Pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • Sequence information about events and the lives of individuals in chronological order • Communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 	<p>Inquiry questions: <i>How and why are places similar and different?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify connections between people and the characteristics of places • Describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • Interpret data to identify and describe simple distributions and draw simple conclusions • Record and represent data in different formats, including labelled maps using basic cartographic conventions. • Explain the role of rules in their community and share their views on an issue related to rule-making • Describe the importance of making decisions democratically and propose individual action in response to a democratic issue • Communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

HASS	SEMESTER ONE		SEMESTER TWO	
	Unit 2		Unit 1	
YEAR 4	Sustainable use of places		Early exploration and settlement	
	<p>Inquiry questions: <i>How can people use environments more sustainably?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore the concept of 'place' with a focus on Africa and South America • Describe the relative location of places at a national scale • Identify how places are characterised by their environments • Describe the characteristics of places, including the types of natural vegetation and native animals • Examine the interconnections between people and environment and the importance of environments to animals and people • Identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places • Investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste • Recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments • Propose actions for caring for the environment and meeting the needs of people. 		<p>Inquiry questions: <i>What were the short- and long-term effects of European settlement?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • explore the diversity of different groups within their local community • consider how personal identity is shaped by aspects of culture, and by the groups to which they belong • examine the purpose of laws and distinguish between rules and laws • make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British • investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people • analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment • Draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius. 	
HASS	SEMESTER ONE		SEMESTER TWO	
	Unit 1	Unit 4	Unit 3	Unit 5
YEAR 5	People and the environment	Participating in Australian Communities	Communities in colonial Australia (1800's)	Consumer decision making in Australian communities
	<p>Inquiry questions: <i>How do people and environments influence one another?</i></p> <p>Students investigate:</p> <ul style="list-style-type: none"> • The characteristics of places in Europe and North America and the location of their major countries in relation to Australia • The human and environmental factors that influence the characteristics of places and the interconnections between people and environments • The impact of human actions on the environmental characteristics of places in two countries in Europe and North America • How to complete maps using cartographic conventions • The language used to describe the relative location of places at a national scale • How to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. 	<p>Inquiry questions: <i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i></p> <p>Students investigate:</p> <ul style="list-style-type: none"> • The key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice • Significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor • Representative democracy and voting processes in Australia How laws impacted on the lives of people in the past 	<p>Inquiry questions: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i></p> <p>Students investigate:</p> <ul style="list-style-type: none"> • Key events related to the development of British colonies in Australia after 1800 • The economic, political and social reasons for colonial developments in Australia after 1800 • Aspects of daily life for different groups of people during the colonial period in Australia • The effects that colonisation had on the lives of Aboriginal peoples and on the environment • Significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration • The significance of individuals and groups in shaping the colonies, especially through inland exploration. 	<p>Inquiry questions: <i>What is the relationship between environments and my role as a consumer</i></p> <p>Students investigate:</p> <ul style="list-style-type: none"> • Examine how to distinguish between needs and wants • Identify why choices need to be made about how limited resources are used • Investigate how different types of resources are used by societies to satisfy needs and wants of present and future generations • Describe a variety of factors influence consumer choices • Identify and present findings about different strategies that can be used to help make informed personal consumer and financial choices

HASS	SEMESTER ONE			SEMESTER TWO	
	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3</i>	<i>Unit 4</i>	<i>Unit 5</i>
YEAR 6	Australia in the past	Australians as citizens	Australia in a diverse world	Australia's global connections	Making decisions to benefit the community
	<p>Inquiry questions: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i></p> <p>Students:</p> <ul style="list-style-type: none"> Examine the key figures, events and ideas that led to Australia's Federation and Constitution Recognise the contribution of individuals and groups to the development of Australian society since Federation Investigate the key institutions, people and processes of Australia's democratic and legal system Locate, collect and interpret information from primary sources Sequence information about events and the lives of individuals in chronological order Present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials 	<p>Inquiry questions: <i>What does it mean to be an Australian citizen?</i> <i>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i></p> <p>Students:</p> <ul style="list-style-type: none"> Recognise the responsibilities of electors and representatives in Australia's democracy Consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens Identify different points of view and solutions to an issue Generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others Examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres 	<p>Inquiry questions: <i>How do places, people and cultures differ across the world?</i></p> <p>Students:</p> <ul style="list-style-type: none"> Examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia Investigate differences in the economic, demographic and social characteristics of countries across the world Consider the world's cultural diversity, including that of its indigenous peoples Identify Australia's connections with other countries Organise and represent data in large- and small-scale maps using appropriate conventions Interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places Present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping 	<p>Inquiry questions: <i>How do Australia's global connections influence my role as a global citizen?</i></p> <p>Students:</p> <ul style="list-style-type: none"> Identify how Australia's connections with other countries change people and places Recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places Develop appropriate questions to frame an investigation Locate and collect useful data and information from primary and secondary sources Organise and represent data in a range of formats, using appropriate conventions Interpret data to identify, patterns and trends, and to infer relationships Identify different points of view and solutions to an issue 	<p>Inquiry questions: <i>How can resources be used to benefit individuals, the community and the environment?</i></p> <p>Students:</p> <ul style="list-style-type: none"> Investigate a familiar community or regional economics or business issue that may affect the individual or the local community Examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs Identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment Recognise the reasons businesses exist and the different ways they provide goods and services Present ideas, findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.

HPE	SEMESTER ONE				SEMESTER TWO			
	Unit 1		Unit 2		Unit 3		Unit 4	
	Health	Physical Education	Health	Physical Education	Health	Physical Education	Health	Physical Education
PREP	I can do it!	Let's get moving	I am growing and changing	Catch that bean	Looking out for others	Who wants to play	I am Safe	Animal groove
	<p>Students explore information about what makes them unique and their strengths and achievements. They participate in play.</p> <p>Students will:</p> <ul style="list-style-type: none"> Understand that they are an individual with unique qualities Identify different settings where they can be active Describe actions that help keep them safe Recognise and name emotions people may experience in different situations Understand reasons for varying individual emotional responses in similar situations Practise using strategies to support trying and success when faced with challenges. 	<p>Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore and apply safety rules during physical activities. Explore concepts of movement. Develop the fundamental movement skills of running, jumping, hopping and galloping Test and trial ideas to solve movement challenges. 	<p>Students explore how their bodies are growing and developing, and identify the actions that keep them healthy such as diet, hygiene and physical activity.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore how bodies grow and change by identifying the body parts and individual characteristics Identify and explore how we look after our bodies Investigate the importance of activity to look after our body Identify who helps me keep healthy and active. 	<p>Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.</p> <p>Students will:</p> <ul style="list-style-type: none"> Develop the two-handed catch, underarm throw and dynamic balance techniques. Identify and develop the attributes of a good partner Test and trial solutions to solve movement challenges 	<p>Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore different ways of communicating emotions including facial, physical and verbal expressions Understand how emotional responses may differ between people and in different situations Understand the personal and social skills that can be used to interact with others Practise working cooperatively and including others in group situations. 	<p>Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.</p> <p>Students will:</p> <ul style="list-style-type: none"> Develop personal and social skills to include others in active games. Understand different ways of feeling after participating in active games. 	<p>Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p> <p>Students will:</p> <ul style="list-style-type: none"> Understand what children should do to keep themselves safe in different situations Understand the dangers of different places and things in a household Understand how following rules can keep children safe at home Understand the safe behaviours to follow with medicines and around poisons Understand the hazards associated with different water areas and how to stay safe in and around water Understand how fires start and how to be safe in fire emergencies Describe and demonstrate protective behaviours and actions that help keep them safe in various situations. <p><i>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</i></p>	<p>Students explore the elements of movement (speed, level and shape) and perform movement in response to music. They also describe how their body responds to movement.</p> <p>Students will:</p> <ul style="list-style-type: none"> Develop fundamental movement skills (galloping, leaping, rolling and balancing). Explore shape, direction, level and time when performing fundamental movement skills. combine fundamental movement skills and apply the elements of movement to perform movement sequences.

HPE	SEMESTER ONE				SEMESTER TWO			
	Unit 1		Unit 2		Unit 3		Unit 4	
	Health	Physical Education	Health	Physical Education	Health	Physical Education	Health	Physical Education
YEAR 1	A little independence	Playing with balls	Good choices, healthy me	I 'm a balliever	We all belong	Catch me if you can	My safety, my responsibilities	Equipped to move
	<p>Students will:</p> <ul style="list-style-type: none"> describe changes that occur as individuals grow older describe how family and community acknowledge changes recognise similarities and differences in individuals. identify factors that influence personal identities. discuss how differences and similarities are celebrated and respected. 	<p>Students develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They also apply rules and fair play practices</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate fundamental movement skills in a variety of movement situations and test alternatives to solve movement challenges. 	<p>Students will:</p> <ul style="list-style-type: none"> understand the meaning of being healthy recognise situations and opportunities to promote health understand the relationship between personal actions and being healthy identify and explain actions related to health messages recognise situations and opportunities to promote healthy choices explore actions that help make their classroom a healthy and active place identify and explore natural and built environments in their local community where physical activity can take place consider health messages when making health decisions and selecting healthy actions recognise situations and opportunities to make healthy decisions understand how to use the decision- making steps to make healthy choices. 	<p>Students perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities.</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate fundamental movement skills in a variety of movement situations demonstrate fundamental movement skills in a variety of movement situations and test alternatives to solve movement challenges identify how the body reacts to different physical activities. 	<p>Students recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.</p> <p>Students:</p> <ul style="list-style-type: none"> examine strengths and achievements and how they contribute to identity understand different ways to demonstrate respect understand how emotional responses influence their own and others' feelings explore ways to help themselves and others feel they belong practise strategies to be friendly and include others 	<p>Students develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games.</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate fundamental movement skills in a variety of situations test alternatives to solve movement challenges demonstrate positive ways to interact with others. 	<p>Students will:</p> <ul style="list-style-type: none"> examine safe and unsafe situations and strategies to keep safe recognise and rehearse strategies that help keep them safe explore how responsibilities increase as they grow older examine situations where they may need to seek help from others recognise safety clues and rehearse strategies they can use to seek help. <p><i>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</i></p>	<p>Students explore elements of movement while developing fundamental movement skills that involve manipulating equipment (hoops, balls and rhythm ribbons). They perform fundamental movement skills, with and without equipment, in simple movement sequences that incorporate elements of movement.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform movement sequences that incorporate the elements of movement.

HPE	SEMESTER ONE				SEMESTER TWO			
	Unit 1		Unit 2		Unit 3		Unit 4	
	Health	Physical Education	Health	Physical Education	Health	Physical Education	Health	Physical Education
YEAR 2	My classroom is healthy, safe and fun	Swim and Gym	Our culture	They keep me rolling	Stay safe	Ropes and rhymes	Message targets	What's your target?
	<p>Students will: answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe actions that help keep themselves and others healthy and safe select and apply strategies to keep themselves and others healthy and safe. 	<p><i>Gym: iMove, iJump, iLand</i>—</p> <p>Students demonstrate fundamental movement skills of rolling, balancing and jumping. They perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate fundamental movement skills in a variety of movement sequences and situations perform movement sequences that incorporate the elements of movement. 	<p>Students explore what shapes their own, their family and classroom's identity. They examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students explore the importance of celebrating who they are and respecting each other's differences.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise how strengths and achievements contribute to identities. 	<p>Students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based scooter board challenges.</p> <p>The assessment will gather evidence of the student's ability to:</p> <p>demonstrate fundamental movement skills in a variety of movement situations and test alternatives to solve movement challenges</p> <p>demonstrate positive ways to interact with others.</p>	<p>Students will explore safe and unsafe situations. Students consider different aspects of sun safety. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe changes that occur as they grow older identify how emotional responses impact on others' feelings select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems. 	<p>Students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform movement sequences that incorporate the elements of movement identify how the body reacts to different physical activities. 	<p>Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> examine messages related to health decisions and describe how to keep themselves and others healthy and physically active. 	<p>Students demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate fundamental movement skills in different movement situations demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.

HPE	SEMESTER ONE				SEMESTER TWO			
	Unit 1		Unit 2		Unit 3		Unit 4	
	Health	Physical Education	Health	Physical Education	Health	Physical Education	Health	Physical Education
YEAR 3	Good Friends	Scoot scoot	Feeling safe	Take your marks, get set, play	Healthy futures	Having a ball!	I am healthy and active	Pump it
	<p>Students explore the impact of positive social interaction on self-identity. They investigate friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p> <p>Students respond to a case study and a series of activities about changes and making new friends.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise strategies for managing change identify influences that strengthen identity investigate how emotional responses vary understand how to interact positively with others 	<p>Students refine fundamental movement skills and apply movement concepts and strategies to learn safe scooter-riding techniques. They apply these skills, concepts and strategies to solve scooter-riding challenges and create and perform a scooter-riding sequence.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges create and perform movement sequences using fundamental movement skills and the elements of movement. 	<p>Students investigate how emotional responses vary and how to interact positively with others. They explore risk-taking behaviours and explore bullying behaviours and strategies to reduce it</p> <p>They use decision-making and problem-solving skills to select and demonstrate strategies to help them stay safe.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> understand how to interact positively with others investigate how emotional responses vary use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. 	<p>Students develop the fundamental movement skills of running, jumping and throwing. They practise and refine these skills in individually based activities. Students apply these skills in simple games and group challenges by refining movement concepts and strategies. They also explore the benefits of physical activity to health and wellbeing.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> refine fundamental movement skills refine fundamental movement skills and apply movement concepts and strategies to solve movement challenges understand the benefits of being healthy and physically active. 	<p>Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify local resources to support their health, wellbeing, safety and physical activity describe the connections they have to their community <p>interpret health messages and discuss the influences on healthy and safe choices.</p>	<p>Students refine the skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games of Fast 4 Newcombe. They also apply strategies for working cooperatively and apply rules fairly.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> refine fundamental movement skills apply movement concepts and strategies in a variety of physical activities and to solve movement challenges apply strategies for working cooperatively and apply rules fairly. 	<p>Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use decision-making skills to select and demonstrate strategies that help them stay healthy and active understand the benefits of being healthy and physically active. 	<p>Students create and perform movement sequences using fundamental movement skills and the elements of movement.</p> <p>The assessment will gather evidence of the student's ability to:</p> <p>create and perform movement sequences using fundamental movement skills and the elements of movement.</p>

HPE	SEMESTER ONE				SEMESTER TWO			
	Unit 1		Unit 2		Unit 3		Unit 4	
	Health	Physical Education	Health	Physical Education	Health	Physical Education	Health	Physical Education
YEAR 4	Making healthy choices	Superstars	Culture in Australia	Athletic spectacle	Health channels	Bat, catch, howzat!	Netiquette and online protocols	Let me entertain you
	<p>Students identify strategies to keep healthy and improve fitness. They explore the <i>Australian guide to healthy eating</i> and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise strategies for managing change interpret health messages and discuss influences on healthy choices use decision-making skills to select strategies that help them stay healthy and active. 	<p><i>Criss Cross</i> — Students practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They examine the benefits of being healthy and physically active, and how they relate to skipping. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform movement sequences using fundamental movement skills and the elements of movement understand the benefits of being healthy and physically active. 	<p>Students participate in group activities to explore communication skills of respect and empathy. They investigate how heritage and culture contribute to identity. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify influences that strengthen identities investigate how emotional responses vary understand how to interact positively with others in different situations apply strategies for working cooperatively. 	<p>Students create an athletic-themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> create a movement sequence using fundamental movement skills and the elements of movement perform a movement sequence using fundamental movement skills and apply the elements of movement. 	<p>Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> interpret health messages and discuss the influences on healthy choices use decision-making skills to select and demonstrate strategies that help them stay healthy. 	<p>Students apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> apply strategies for working cooperatively and apply rules fairly refine fundamental movement skills and movement concepts in a variety of physical activities solve movement challenges. 	<p>Students examine information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> interpret health messages and discuss the influences on safe choices describe the connections they have to their community and identify local resources to support their safety. 	<p>Students perform the refined fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> refine fundamental movement skills and apply movement concepts in a variety of physical activities and to solve movement challenges.

HPE	SEMESTER ONE				SEMESTER TWO			
	Unit 1		Unit 2		Unit 3		Unit 4	
	Health	Physical Education	Health	Physical Education	Health	Physical Education	Health	Physical Education
YEAR 5	Emotional interactions	Play2Rhythm	Healthy habits	Tchoukball	Multicultural Australia	Built for B-Ball	Growing up	UNITE
	<p>Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise the influence of emotions on behaviours discuss factors that influence how people interact describe their own and others' contributions to health, physical activity, safety and wellbeing demonstrate skills to work collaboratively. <p><i>This unit has been developed to incorporate sections of the Daniel Morcombe Child Safety Curriculum.</i></p>	<p>Students develop specialised football skills and create and perform a sequence of these skills to music. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform specialised movement skills apply the elements of movement when composing and performing movement sequences. 	<p>Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe their own and others' contribution to health and wellbeing access and interpret health information apply problem-solving skills to enhance their own and others' health and wellbeing. 	<p>Students perform the specialised movement skills of throwing and catching in the context of Tchoukball. They propose and combine Tchoukball movement concepts and strategies in game situations to achieve movement outcomes and solve movement challenges. Students apply social and personal skills to demonstrate fair play and work collaboratively in activities and games. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform specialised movement skills propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges demonstrate fair play and skills to work collaboratively. 	<p>Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> explain the influence of people and places on identities examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. 	<p>Students identify and explain the health-related fitness components used in basketball. They explain the significance of physical activity to their everyday health and wellbeing. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. 	<p>Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> investigate developmental changes and transitions access and interpret health information to enhance their own and others' health and wellbeing. 	<p>Students demonstrate skills to work collaboratively and play fairly to solve movement challenges. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate fair play and skills to work collaboratively to solve movement challenges.

HPE	SEMESTER ONE				SEMESTER TWO			
	Unit 1		Unit 2		Unit 3		Unit 4	
	Health	Physical Education	Health	Physical Education	Health	Physical Education	Health	Physical Education
YEAR 6	Who influences me?	Surf or Turf	Let's all be active	Fitness fun	What am I drinking?	'All codes' football	Transitioning	Over the net
	<p>Students explain the influence of people and places on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> explain the influence of people and places on identities access and interpret health information apply problem-solving skills to enhance their own and others' health, safety and wellbeing. 	<p><i>People in motion</i> — Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform specialised movement skills and combine movement concepts and strategies to achieve movement outcomes. 	<p>Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the significance of physical activity participation to health and wellbeing describe their own and others' contributions to health, physical activity, safety and wellbeing examine how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding. 	<p>Students explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing apply elements of movement when composing and performing movement sequences. 	<p>Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe their own and others' contributions to health and wellbeing access and interpret health information and apply decision-making skills to enhance their own and others' health and wellbeing. 	<p>Students develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes. 	<p>Students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise the influence of emotions on behaviours and discuss factors that influence how people interact investigate developmental changes and transitions explain the influence of people and places on identities. 	<p>Students perform specialised tennis skills. They combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They demonstrate fair play and skills to work collaboratively during tennis activities and games. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform specialised movement skills combine movement concepts and strategies to achieve movement outcomes and to solve movement challenges demonstrate fair play and skills to work collaboratively.

TECHNOLOGIES – Design Technologies Digital & Technologies					
Band	Year	Term 1	Term 2	Term 3	Term 4
Prep – 2	Prep			Digital Technologies – Unit 1- Handy Helpers (adjusted for Prep) Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.	
	Year 1			Design & Technologies – Unit 1 - Spin it! Students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use.	
	Year 2			Digital Technologies – Unit 1- Handy Helpers Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.	
3 – 4	Year 3			Design & Technologies – Unit 2 - What's for lunch? Students investigate food and fibre production and food technologies used in modern and traditional societies. They will design and make a lunch item that includes modern and traditional technologies. They will explore how people in different times developed food and fibre technologies to meet human needs.	
	Year 4			Digital Technologies – Unit 1 - What digital systems do you use? Students will explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language.	
5 - 6	Year 5			Digital Technologies – Unit 1 - A-maze-ing digital designs Students will describe digital systems and their components and explain how digital systems connect together to form a network. Students will create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.	
	Year 6			Design & Technologies - Unit 1 - Harvesting good health Students design a service that provides an edible plant that can be used to create a healthy food product.	

The Arts – Drama Music Visual Arts					
Band	Year	Term 1	Term 2	Term 3	Term 4
Prep – 2	Prep	Visual Arts-Unit 1- New stories- Students create new stories in artworks by collaging characters, objects and landscapes from different artworks (5wks) Music Unit 1- Let's sing and play together - Students explore rhymes and songs as stimulus for music making and responding.		Music- Beat, Rhythm and Rhyme Students make and respond to rhymes and songs that focus on telling a story, rhyming words and rhythm. In term 4 they continue to build on their core music skills as they learn to apply them into new contexts.	
	Year 1	Visual Arts- Unit 2- Up, down and all around- Students explore methods of abstraction and imaginative processes to communicate experience, observations and personal connection to places. Music - Unit 4- Music in our new world Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.		Music - Notation Know-it-alls! Students make and respond to core repertoire as they explore reading and writing simple rhythms using the notes <i>ta</i> , <i>titi</i> and <i>za</i> . In term 4, students explore music notation through the introduction of the notes G and E on the treble staff and how to play them on the xylophones	
	Year 2	Visual Arts-Unit 3- What are you thinking? Students explore how changes in facial features, style and form communicate emotions in artworks. Music - Unit 3- Different places - Students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes; and the built environment as stimulus for music making and responding.		Music - Instrumental Families Students explore the families of the orchestra, their roles and responsibilities. In term 4, they continue to develop their knowledge of instruments, how they are played and using tuned and untuned percussion to compose and perform their own melodic ostinato/rhythmic ostinato to accompany a known song.	
3 – 4	Year 3	Visual Arts-Unit 2- Tiny worlds- Students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.		Music - You Can with Canon In this unit, students make and respond to music that explores the musical element of texture as they compose, practise and perform rhythmic and melodic canons (rounds).	

		Music - Unit 1- Let's celebrate, let's remember - Students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.	
	Year 4	Visual Arts-Unit 3- Patterns in the playground- Students will explore pattern, texture and shape of their local environment. They will make, display and discuss their own and other's artworks. Music - Unit 2- Songs of Australia - Students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia.	Music - Folk Music In this unit, students make and respond to Folk Music from around the world. Students explore the many types of folk songs from clapping games to camp fire songs.
5 - 6	Year 5	Visual Arts-Unit 3- The animal within - Students will focus on representation of animals as companion, metaphor, totem and predator. Music - Unit 3 – Rhythm Riot Students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.	Music - Theme and Variation Students make and respond to music by exploring the concept of 'Theme and Variation' which is an example of form / structure, an element of music.
	Year 6	Visual Arts-Unit 3- Grand shelter designs - Students explore the design process by identifying a need then designing a product that will enhance school engagement, interaction or purpose. Music - Unit 2- Around the world with music -Students make and respond to music exploring the music making of other cultures through their music journal.	Music - Rockin' the 12 Bar Blues Students make and respond to music that features the 12-bar blues chord progression and the Blues music genre. In term 4, students explore the 12-bar blues in different styles and how The Blues influenced the birth of Rock 'n' Roll.

Languages – Japanese					
Band	Year	Term 1	Term 2	Term 3	Term 4
5 - 6	Year 5	Unit 1- What's in a name? In this unit, students explore the concept of names and the meanings they hold in Japan. Students will: <ul style="list-style-type: none"> • discuss names, nicknames and surnames • analyse and organise information into key ideas and supporting details • create texts about self-identity • recognise and understand blended sounds and exceptions to phonetic rules when speaking • participate in intercultural experiences to notice, compare and reflect on language and culture. 		Unit 2- What is a family? In this unit, students use language to communicate ideas relating to the concept of family and identity. Students will: <ul style="list-style-type: none"> • introduce themselves and other family members • interact with peers about family members and activities • identify language and behaviours that reflect relationships and values in Japanese society • develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'. 	
	Year 6	Unit 3- What are personal spaces? In this unit, students explore the concept of personal spaces within their home environment and the target country. Students will: <ul style="list-style-type: none"> • engage with language in texts about children's favourite places to spend time • listen to children talk about the places in which they feel comfortable • create texts about personal spaces • participate in intercultural experiences to notice, compare and reflect on language and culture. 		Unit 4- How do we play? In this unit, students explore the concept of play and its universality across cultures. Students will: <ul style="list-style-type: none"> • discuss group play activities • plan and demonstrate group games • translate game rules • reflect on cultural values expressed through game play. 	

