

West End State School

Whole-school curriculum plan: P–6

2021

aligned to version 8 of the Australian Curriculum



All units are developed using the Australian Curriculum:
**Year Level Learning area content descriptions and achievement standard or the
Band Learning area content descriptions and achievement standard.**

English

Prep			
Term 1	Term 2	Term 3	Term 4
Enjoying our new world	Enjoying and retelling stories	Interacting with others	Responding to text
Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.	Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students sequence events from a range of texts and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events in sequence and writing simple sentences	Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning-focused teaching and learning, play, real-life situations, investigations and routines and transitions. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.	Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.
Year 1			
Term 1	Term 2	Term 3	Term 4
Explaining how a story works	Exploring characters in stories	Retelling cultural stories	Procedural
Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.	Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.	Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.	
Year 2			
Term 1	Term 2	Term 3	Term 4
Stories of families and friends	Exploring Characters	Exploring procedural text and exploring informative texts	Exploring plot and characterisation in stories
Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character. Poetry Unit	Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.	Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers. Informative In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image	Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.
Year 3			
Term 1	Term 2	Term 3	Term 4
Analysing and creating persuasive texts	Investigating characters	Examining imaginative texts	Reading, writing and performing poetry
Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.	Students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.	Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.	Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.
Year 4			
Term 1	Term 2	Term 3	Term 4
Investigating author's language in a familiar narrative	Examining traditional stories	Exploring a quest novel	Examining persuasion in advertisements and product packaging
Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.	Students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.	Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students also write a short response explaining how the author represents the main character in an important event in the quest novel.	Students understand how to recognise and analyse characteristic ideas, and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.
Year 5			
Term 1	Term 2	Term 3	Term 4
Examining and creating fantasy texts	Examining media texts	Appreciating poetry	Exploring narrative through novels and film

Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.	Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal persuasive response, including written and visual elements, from a particular viewpoint.	Students listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.	Students listen to, read and view narrative films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation of the novel. Students express and justify opinions about aspect of the novels and films during group discussions.
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Year 6			
Term 1	Term 2	Term 3	Term 4
Short stories	Examining advertising in the media	Exploring news reports in the media	Interpreting literary texts
Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.	Students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuade effect. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.	Students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias in media reports. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. They create a written response to a news report.	Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.

Mathematics

Prep			
Term 1	Term 2	Term 3	Term 4
Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.	Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.	Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.	Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.
Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects Location and direction — use positional language to describe location, identify positional opposites, and represent locations with models and images. 	Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Number and place value — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five Patterns and algebra — describe repeating patterns, continue repeating patterns, describe repeating patterns using number Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations 	Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions. 	Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Number and place value — count forwards and backwards from different starting points; represent quantities; compare quantities, match number names, numerals and quantities; identify parts in a collection; identify addition; join collections; represent addition experiences; make equal groups. Using units of measurement — directly and indirectly compare the mass, length and capacity of objects; directly and indirectly compare the duration of events Location and transformation — describe position, describe direction

Year 1			
Term 1	Term 2	Term 3	Term 4
Students develop understandings of: <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 Chance — describe the outcomes of familiar events; identify the chance of events occurring, predict outcomes of familiar events. Money and financial mathematics — explore features of Australian coins; recognise, describe, and order Australian coins according to their value. 	Students develop understandings of: <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. Using units of measurement — Investigate the features of three-dimensional objects & two-dimensional shapes, & describe two-dimensional shapes & three-dimensional objects; identify and describe familiar two-dimensional shapes Location and transformation - give and follow directions; direction and movement; explore and describe location, investigate and describe position, interpret directions. 	Students develop understandings of: <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, record and solve simple addition and subtraction problems. Patterns and algebra — recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence; represent the tens number sequence, represent and record counting sequences, describe number patterns; describe and represent growing patterns, apply a pattern rule to continue a growing pattern, investigate and describe repeating and growing patterns, connect counting sequences to growth patterns; describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns; Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, investigate 	Students develop understandings of: <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, explore doubling and halving – not just shapes; investigate wholes and halves, partition to make equal parts Using units of Measurement - , describe durations in time, tell time to

<ul style="list-style-type: none"> Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data; 		<ul style="list-style-type: none"> length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units; Using units of measurement — explore capacity, measure capacity using uniform informal units, order objects based on capacity 	the half hour; represent times on digital and analog clocks.
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Year 2			
Term 1	Term 2	Term 3	Term 4
<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 and collections, represent halves and quarters of 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, and 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.

Year 3			
Term 1	Term 2	Term 3	Term 4
<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. From unit 4 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. 	<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. 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. From Unit 4 Location and transformation — represent symmetry, interpret simple maps and plans. From Unit 3 Location and transformation — describe and identify examples of symmetry in the environment, classify shapes as symmetrical and non-symmetrical Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations. From unit 4 Geometric reasoning — identify angles as measures of turn, compare angle sizes 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. Moved from Unit 2 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. 	<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. 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. 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. Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity. Money and financial mathematics — count the change required for simple transactions to the nearest five cents. From unit 3 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.

Year 4			
Term 1	Term 2	Term 3	Term 4
<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks Patterns and algebra — use properties of numbers to continue patterns Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths. Chance —compare dependent and independent events, describe probabilities of everyday events Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays. Data representation and interpretation — 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — recognise, read and represent 5-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation. Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams. Fractions and decimals — communicate sequences of simple fractions FROM TERM 1 Fractions and decimals — revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems in familiar contexts. Money and financial mathematics — read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies. Shape — compare the areas of regular and irregular shapes using informal units of area measurement FROM TERM 3. Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means.FROM TERM 4 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families., apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations. Fractions and decimals — partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals. Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities. Using units of measurement — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement. Geometric reasoning — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle. Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs. Location and transformation — investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales. FROM TERM 2 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers. Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths). Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases. Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change.FROM TERM 3 Patterns and algebra —use equivalent multiplication and division number sentences to find unknown quantities. Using units of measurement — use am and pm notation, solve simple time problems.

Year 5			
Term 1	Term 2	Term 3	Term 4
<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies and make generalisations. Fractions and decimals — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator. <p>Using units of measurement — investigate time concepts and the measurement of time, read & represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate area metric units of measurement, estimate and calculate area of rectangles.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples. Fractions and decimals — make connections between fractional numbers and the place value system and represent, compare and order decimals. Patterns and algebra — create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities. Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations. <p>Location and transformation — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — round and estimate to check if an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, adds and subtracts using mental and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders. Fractions and decimals — makes connections between fractions and decimals, compares and orders decimals. Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. Patterns and algebra — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division Using units of measurement — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons when applying measurement to answer a question. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition, subtraction, multiplication and division, use efficient mental and written strategies to solve problems. Fractions and decimals — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond. Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions. Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time.. Location and transformation — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language. Geometric reasoning — estimate and measure angles, construct angles using a protractor.

Year 6			
Term 1	Term 2	Term 3	Term 4
<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value - Identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving all four operations 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value -, solve problems using the order of operations, solve multiplication and division problems using a written algorithm.

<ul style="list-style-type: none"> Fractions and decimals - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items. Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments. Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data. 	<ul style="list-style-type: none"> Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line. Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations. Using units of measurement - make connections between volume and capacity Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids. Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles. 	<p>all four operations with whole numbers, compare and order positive and negative integers.</p> <ul style="list-style-type: none"> Fractions and decimals - add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths, and solve problems involving fractions and decimals. Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items. Patterns and algebra - create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems. Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area and connect volume and capacity. Location and transformation - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations. 	<ul style="list-style-type: none"> Fractions and decimals - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options. Patterns and algebra – represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms Location and transformation - apply translations, reflections and rotations to create symmetrical shapes. Geometric reasoning - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts. Chance – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, compare observed and expected frequencies. Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data.
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Science

Prep			
Term 1	Term 2	Term 3	Term 4
Biological Sciences: Our living world	Chemical Sciences: Our material world	Earth and Space Sciences: Weather watch	Physical Sciences: Move it, move it
<p>What do living things do to survive?</p> <p>Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students 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>	<p>Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.</p>	<p>Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also 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>	<p>Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p>

Year 1			
Term 1	Term 2	Term 3	Term 4
BIOLOGY Dinosaurs and more	CHEMICAL Material madness – Paper cup	Earth & Space Changes around me	PHYSICAL Exploring sound
<p>Inquiry Question: How do different places meet the needs of living things?</p> <p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.</p>	<p>Inquiry Question:</p> <p>Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.</p>	<p>Inquiry Question:</p> <p>Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p>	<p>Inquiry Question:</p> <p>Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.</p>

Year 2			
Term 1	Term 2	Term 3	Term 4
CHEMICAL Mix, make and use	PHYSICAL Toy factory	BIOLOGY Good to grow	EARTH & SPACE Save planet Earth
<p>Inquiry Question How do we use materials to make useful objects?</p>	<p>Inquiry Question</p> <p>Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions</p>	<p>Inquiry Question</p> <p>Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider</p>	<p>Inquiry Question</p> <p>Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from</p>

Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.	about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They 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. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.	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. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.	experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.
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Year 3			
Term 1	Term 2	Term 3	Term 4
BIOLOGY Is it living?	EARTH & SPACE Spinning Earth	PHYSICAL Hot stuff	CHEMICAL What's the matter?
Inquiry Question Is it living? How can we group living things? Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They 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. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.	Inquiry Question Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.	Inquiry Question Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They 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.	Inquiry Question Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.

Year 4			
Term 1	Term 2	Term 3	Term 4
EARTH & SPACE SCIENCES Here today, gone tomorrow	BIOLOGICAL SCIENCES Ready, set, grow!	CHEMICAL SCIENCES Material use	PHYSICAL SCIENCES Fast forces!
Inquiry Question How does Earth's surface change over time? In this unit students will 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. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.	Inquiry Question Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.	Inquiry Question They 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. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They 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. They complete simple reports to communicate their findings.	Inquiry Question Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.

Year 5			
Term 1	Term 2	Term 3	Term 4
BIOLOGICAL SCIENCES Survival in the environment	EARTH & SPACE SCIENCES Our place in the solar system	PHYSICAL SCIENCES Now you see it	CHEMICAL SCIENCES Matter matters
Inquiry Question How do adaptations help living things to survive in changing environments? Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students 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	Inquiry Question Students describe the key features of our solar system including planets and stars. They 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. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students	Inquiry Question Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types,	Inquiry Question Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in

creatures with adaptations that are suitable for survival in prescribed environments.	communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.	including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.	data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.
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Year 6			
Term 1	Term 2	Term 3	Term 4
CHEMICAL SCIENCES Making changes	PHYSICAL SCIENCES Energy and electricity	EARTH & SPACE SCIENCES Our changing world	BIOLOGICAL SCIENCES Life on Earth
Inquiry Question What changes are reversible or irreversible and why? 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.	Inquiry Question 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.	Inquiry Question 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.	Inquiry Question 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.

Humanities and Social Sciences

Prep	
Semester 1	Semester 2
My special places	My family history
Inquiry questions: <i>What are places like and what makes them special?</i> Students: <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. 	Inquiry questions: <i>What is my history and how do I know?</i> Students: <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 <p>present stories about personal and family events in the past that are commemorated.</p>

Year 1	
Semester 1	Semester 2
My changing life	My changing world
Inquiry questions: <i>How has my family and daily life changed over time?</i> Students: <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. 	Inquiry questions: <i>What are the features of my local places and how have they changed?</i> Students: <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.

Year 2	
Semester 1	Semester 2
Impacts of technology over time	Present connections to places
<p>Inquiry question: <i>How and why have changes in technology shaped our daily life? (Road Transport)</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. 	<p>Inquiry question: <i>How are people connected to their place and other places?</i></p> <p>Students:</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.

Year 3	
Semester 1	Semester 2
Our unique communities	Exploring places near and far
<p>Inquiry questions: <i>How do people contribute to their unique communities?</i></p> <p>In this unit, students:</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>In this unit, students:</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

Year 4	
Semester 1	Semester 2
Exploration and settlement	Sustainable use of places
<p>Inquiry question:</p> <ul style="list-style-type: none"> <i>What were the short- and long-term effects of European settlement?</i> <p>In this unit, 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. 	<p>Inquiry question: <i>How can people use environments more sustainably?</i></p> <p>In this unit, 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.

Year 5		
Unit 1	Unit 2	Unit 3
Communities in colonial Australia (1800's)	Participating in Australian Communities	People and the environment
<p>Inquiry questions: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i></p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> examine key events related to the development of British colonies in Australia after 1800 	<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>In this unit, students will:</p>	<p>Inquiry questions: <i>How do people and environments influence one another?</i></p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia

<ul style="list-style-type: none"> identify the economic, political and social reasons for colonial developments in Australia after 1800 investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community identify different viewpoints about the significance of individuals and groups in shaping the colonies sequence significant events and developments that occurred during the development of colonial Australia using timelines. 	<ul style="list-style-type: none"> investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice identify significant past developments, events, individuals and groups that impacted on the development of law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor explore representative democracy and voting processes in Australia investigate how students enact democratic values and processes through participating in school elections generate alternative responses to a democratic issue and propose action by describing the positive and negative effects present ideas about proposed actions in response to a democratic issue. 	<ul style="list-style-type: none"> describe the relative location of places at a national scale identify and describe the human and environmental factors that influence the characteristics of places examine the interconnections between people and environments investigate the impact of human actions on the environmental characteristics of places in Europe and North America organise data in a range of formats using appropriate conventions interpret data to identify simple patterns, trends, spatial distributions and infer relationships evaluate evidence about the characteristics of places to draw conclusions about preferred places to live present findings and conclusions using discipline-specific terms.
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Year 6		
Unit 1	Unit 2	Unit 3
Australia in the past Inquiry questions: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i> Students: <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.	Australians as citizens – 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> Students: <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 	Australia in a diverse world Inquiry questions: <i>How do places, people and cultures differ across the world?</i> Students: <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, communication conventions and discipline-specific terms.

Technologies

Prep

Year 1	
Semester 1 Digital Technology	Semester 2 Design Technology
Computers – Designing a playground Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They: <ul style="list-style-type: none"> recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning. 	It's Showtime: Puppets Materials and technologies specialisations Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make an instrument. Students apply processes and production skills, in: <ul style="list-style-type: none"> investigating materials, technologies for shaping and joining, and how designs meet people's needs generating and developing design ideas producing a puppet that meets the design brief evaluating their design and production processes collaborating and managing by working with others and by sequencing the steps for the project.

Year 2	
Semester 1 Design Technology	Semester 2 Digital Technology
Spin it! Engineering principles and systems Students explore how technologies use forces to create movement in products. They design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described. Students apply processes and production skills, in: <ul style="list-style-type: none"> investigating spinning toys from around the world, and analysing how they are made and how they work generating and developing design ideas, and communicating these using simple drawings producing a functional product that appeals to the client evaluating their design and production processes 	Computers - Handy Helpers Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They: <ul style="list-style-type: none"> describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.

<ul style="list-style-type: none"> collaborating and managing by working with others and by sequencing the steps for the project. 	
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Year 3	
Semester 1 Digital Technology	Semester 2 Design Technology
What digital systems do you use?	Repurpose it
Inquiry Question In this unit 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. They will: <ul style="list-style-type: none"> identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data define simple problems and identify needs develop technical skills in using a visual programming language to create a digital solution describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs develop skills in computational and systems thinking when solving simple problems and creating solutions. 	Materials and technologies specialisations Inquiry Question <i>How can you repurpose an item of clothing into a useful item?</i> In this unit, students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurpose an item of clothing to create another useful item. They explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. Students apply processes and production skills, including: <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> communicating with client and critiquing needs or opportunities for designs testing materials including fabrics and exploring techniques for shaping and joining them identifying examples of recycling, up-cycling and re-using generating design ideas for a useful item and communicating them with annotated design drawings producing a useful item by selecting relevant tools and resources and using them safely evaluating design ideas, processes and solutions collaborating as well as working individually throughout the process managing by sequencing production steps.

Year 4	
Semester 1 Digital Technology	Semester 2 Design Technology
What do you want to know about?	Pinball Paradise Engineering principles and systems
Inquiry question: ????? eg sports, video games,each class chooses their own option In this unit students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school/class/community issue. They will: <ul style="list-style-type: none"> recognise different types of data and represent the same data in different ways collect, access and present data as information using simple software (such as spreadsheets) explore and describe how a range of common information systems present data as information to meet personal, school and community needs develop skills in computational and systems thinking when solving problems and creating solutions plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols explain how existing information systems meet personal, school and community needs. 	Inquiry Question In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use. They explore the role of people in engineering technology occupations and how they address factors that meet client needs. Students apply processes and production skills, including: <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> exploring games with moving parts testing materials, tools and techniques exploring techniques for shaping and joining materials and creating mechanisms generating, developing and communicating design ideas for: <ul style="list-style-type: none"> a pinball machine a games room environment producing by working safely with components and materials to create a functioning product evaluating design ideas and processes for the product and environment collaborating as well as working individually throughout the design and production managing by sequencing production steps.

Year 5	
Semester 1 Design Technology	Semester 2 Digital Technology
Design for nature	Get Lit!
Materials and technologies specialisations Inquiry Question Students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area. They will examine the role of people in a range of technologies occupations and the tools and techniques they use. Students will apply the following processes and production skills: <ul style="list-style-type: none"> Investigating by: <ul style="list-style-type: none"> the analysis of needs and opportunities for designing the analysis of technologies and design features used in wildlife management the testing of tools and techniques with a range of materials Generating and documenting design ideas for a wildlife management product 	Students engage in a number of activities, including: <ul style="list-style-type: none"> investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems following, modifying and designing algorithms that include branching and repetition developing skills in using a visual programming language within a maze game context working collaboratively to create a new maze game. Students will apply a range of skills and processes when creating digital solutions. They will: <ul style="list-style-type: none"> define problems by identifying appropriate data and functional requirements design a user interface, considering design principles follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game implement their game using visual programming evaluate how well their solutions meet needs

<ul style="list-style-type: none"> Producing a wildlife management product for an identified need Evaluating design ideas, processes and solutions against negotiated criteria for success Collaborating as well as working individually throughout the process Managing by developing project plans that include resources. 	<ul style="list-style-type: none"> plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online.
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Year 6	
Semester 1 Design Technology	Semester 2 Digital Technology
Hands off	Data our changing world
<p>Engineering principles and systems Inquiry Question</p> <p>Students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make an electrical device that is part of the solution. They will examine the role of people in engineering technology occupations in developing solutions for current and future use. Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> Investigating by: <ul style="list-style-type: none"> the analysis of technologies applied in security systems the testing of circuits and devices that control movement, sound or light Generating and documenting design ideas for securing environments using technical terms and graphical representation techniques Producing a functional device by safely using materials, components, tools and techniques Evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability Collaborating as well as working individually throughout the process Managing by developing project plans that include resources. 	<p>Students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include:</p> <ul style="list-style-type: none"> exploring how community organisations collect data and present information to meet community needs visualising data to create information that is easily understood creating a data-driven solution that processes user input to provide information about a reading challenge. <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> explore information systems, including systems that deliver community information, and explain how they meet needs examine how digital information systems use whole numbers to represent all data collect, manage and analyse data using a range of software (such as spreadsheets) interpret and visualise data to create information define problems by considering the need, the required data, the audience and what features need to be included implement a digital solution to solve a defined problem apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and represent information in ethical ways.

The Arts: Media, Dance, Drama, Visual Arts

Prep Students in Prep are not assessed in The Arts			
Term 1 Dance	Term 2 Drama	Term 3 Visual Art	Term 4 Media Arts
<p>In Dance, students:</p> <ul style="list-style-type: none"> become aware of their bodies and learn about the body bases, parts and zones used in dance explore space, time, dynamics and relationships as they make and observe dances explore locomotor and non-locomotor movements and use these fundamental movement skills in their own dance experiment with simple technical and expressive skills and begin to learn about choreographic devices through selecting and organising movements in their own dances. 	<p>In Drama, students:</p> <ul style="list-style-type: none"> become aware of role and situation as they listen and respond as fictional characters explore voice and movement to create role learn about focus and identifying the main idea of the drama learn how their ideas can be expressed through role and story. 	<p>In Visual Arts, students:</p> <ul style="list-style-type: none"> become aware of visual conventions and learn to notice visual detail explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies learn about how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints. 	<p>In Media Arts, students:</p> <ul style="list-style-type: none"> become aware of structure, intent, character and settings in ideas and stories explore ideas and learn about composition, sound and technologies to construct stories learn how their ideas can be communicated through selecting and organising the elements of media arts.

Year 1	
Semester 1 Drama	Semester 2 Media
Stories come to life	Our Community's Story
<p>Students will make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement. Students will:</p> <ul style="list-style-type: none"> explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories present drama that communicates ideas, including stories from their community, to an audience respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Students create media artworks to present a story about their local community. Students:</p> <ul style="list-style-type: none"> explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings experiment with images, sound and text experiment with abstraction and media technology (photographing; selecting; copying; pasting; moving; resizing; rotating; grouping and adding sound) to manipulate existing images present manipulated images in digital or print form to share understanding of generational relationships describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language

Year 2	
Semester 1 Dance	Semester 2 Visual Arts
Dancing Seasons	New Stories
	This is Me
<p>In this unit, students make and respond to dance by exploring connections with seasons in dance of their own and other cultures as stimulus. Students will:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas about seasons to make dance sequences using the elements of dance (space, time, dynamics, relationships) 	<p>In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks. Students will:</p>

<ul style="list-style-type: none"> use fundamental movement skills to develop technical skills when practising dance sequences present dance sequences that communicate ideas about seasons to an audience respond to dances about seasons, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<ul style="list-style-type: none"> explore the visual language of storytelling in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues display artworks and share ideas about narrative elements and visual language choices they made in their artworks describe and interpret narrative elements in artworks
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Year 3	
Semester 1 Media Arts	Semester 2 Dance
Persuade to protect	Celebrating dance
<p>In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place experiment with media technology and collaborative production processes (script, storyboard, film and edit, perhaps green screen if available) to create a television style media production present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting approaches describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>In this unit, students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences suitable for Australia's National day using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate ideas about celebrations and commemorations identify how the elements of dance and production elements express ideas in dance for celebrations and commemorations including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

Year 4	
Semester 1 Drama	Semester 2 Visual Arts
WESS Story	Nature in Ceramics
<p>In this unit, students explore connection to Country/Place through Exploration, Great voyages, Dreaming stories and Before Before Time stories as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore ideas and narrative structures in Dreaming stories and Before Before Time stories through roles and situations and use empathy in their own improvisations and devised drama use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place shape and perform dramatic action using narrative structures and tension in devised and scripted drama identify intended purposes and meaning of drama using the elements of drama to make comparisons. 	<p>In this unit, students explore the communication of cultural meaning through found objects and surface manipulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore and identify purpose and meaning in sculptural artworks by Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks experiment with visual conventions (plaster cast relief sculpture, mixed media, mould making, found objects, surface manipulation) in research and development of individual artworks following shared conditions collaborate and plan the presentation of individual sculptures as a mural project compare the unique qualities of three-dimensional artworks with two-dimensional artworks and use art terminology to communicate meaning.

Year 5	
Semester 1 Media Arts	Semester 2 Dance
WESS Affairs!	Unity through Leadership
<p>Students shape time and space to explore representations in media art forms.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Students make and respond to dance by exploring leadership as a theme.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination perform dance using expressive skills to communicate a choreographer's ideas on what leadership means explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts.

Year 6	
Semester 1 Visual Arts	Semester 2 Drama
Coiled baskets – Asia Pacific	Monologues
<p>Students will:</p> <ul style="list-style-type: none"> Explore traditional and modern basket-making practices used by Asian, Pacific Islander and Australian Aboriginal and Torres Strait Islander artists as inspiration for a functional or decorative coiled fibre artwork. Experiment with and use visual elements (colour, line, space, shape, form, texture) Plan an artwork inspired by researched artists, designs and materials. Consider and choose a setting for the display of the artwork to complement or enhance the meaning for an audience and use art terminology to explain the communication of meaning. 	<p>Students make and respond to drama by exploring the experiences from Australian democracy and citizenship, from the point of view of a person belonging to a range of groups/events as stimulus. Media and props will be utilised.</p> <p>Students:</p> <ul style="list-style-type: none"> explore dramatic action, empathy and space in improvisations, play building and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situations develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and stories and engage an audience

- explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts.

The Arts: Music

Prep And Year 1			
Term 1 Exploration	Term 2 Building On	Term 3 Consolidating	Term 4 Let's Sing and Play
<p>Students explore rhymes, songs, instruments (e.g. marimba, ukulele, djembe), media, games as stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (e.g. marimba, ukulele, djembe) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples e.g. commemorative and celebratory occasions. 	<p>Students build on their musical skills through rhymes, songs, instruments (e.g. marimba, ukulele, djembe) media, games as a stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (e.g. marimba, ukulele, djembe) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples e.g. commemorative and celebratory occasions. 	<p>Students consolidate their musical skills through rhymes, songs, instruments (e.g. marimba, ukulele, djembe), media, games as a stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (e.g. marimba, ukulele, djembe) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples e.g. commemorative and celebratory occasions. 	<p>Students will perform a set piece of music to engage an audience.</p> <p>Students will:</p> <ul style="list-style-type: none"> respond to how the elements of music are used to communicate meaning in the music performed respond to how their music making is influenced by music and performances use aural and expressive skills to review and refine whole class performances, through feedback for a polished performance perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm)

Year 2			
Term 1 Marimba Tuned Percussion	Term 2 Ukulele Strings	Term 3 Drumming Percussion	Term 4 Ensemble
Tuned Percussion (Marimba)	String (Ukulele)	Percussion (Drumming)	Ensemble
<p>Students explore rhymes, songs, Orff instruments, media, games as stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play Orff instruments (marimba) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples 	<p>Students build on their musical skills through rhymes, songs, instrument (ukulele), media, games as a stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (ukulele) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples 	<p>Students consolidate their musical skills through rhymes, songs, instruments (djembe), media, games as a stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (djembe) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander 	<p>Students will perform a set piece of music to engage an audience, using a range of instruments.</p> <p>Students:</p> <ul style="list-style-type: none"> respond to how the elements of music are used to communicate meaning in the music performed respond to how their music making is influenced by music and performances use aural and expressive skills to review and refine whole class performances, through feedback for a polished performance perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm)

Year 3 and 4			
Term 1 Marimba Tuned Percussion	Term 2 Ukulele Strings	Term 3 Drumming Percussion	Term 4 Ensemble
Tuned Percussion (Marimba)	String (Ukulele)	Percussion (Drumming)	Ensemble
<p>Students make music and respond to music exploring a range of music using marimba.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise singing, playing marimba and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record pieces for review, suitable for an audience by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian 	<p>Students make music and respond to music using the ukulele through a range of songs.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise singing, playing ukulele and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record pieces for review, suitable for an audience by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Students make music and respond to music by exploring the music using the djembe.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns\ practise singing, playing drums and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from a arrange of cultures create, perform and record compositions in music by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Students will perform a set piece of music to engage an audience.</p> <p>Students will:</p> <ul style="list-style-type: none"> respond how the elements of music are used to communicate meaning in the music performed describe how their music making is influenced by music and performances using aural and expressive skills to review and refine whole class performances, through feedback for a polished performance perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm)

music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.			
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Year 5 and 6			
Term 1 Marimba Tuned Percussion	Term 2 Ukulele Strings	Term 3 Drumming Percussion	Term 4 Ensemble
Tuned Percussion (Marimba)	String (Ukulele)	Percussion (Drumming)	Ensemble
<p>Students make and respond to music exploring different genres.</p> <p>Students:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music rehearse and perform a piece of music on the Marimba focusing on part work (bass, harmony and melody) rehearse and perform music by improvising, sourcing and arranging ideas and making decisions to engage an audience explain how the elements of music communicate meaning by comparing music from a variety sources/eras develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs 	<p>Students make and respond to music, through the exploration of the Ukulele.</p> <p>Students:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music develop strumming techniques using four or more chord progressions rehearse and perform music explain how the elements of music communicate meaning by reviewing personal and others' performances explain how the elements of music communicate meaning by comparing music from different social, cultural & historical contexts, including Aboriginal music & Torres Strait Islander music that feature ostinato and body percussion. develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs 	<p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> consolidate dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion consolidate technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinatos rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion explain how the elements of music communicate meaning by comparing music from different social, cultural & historical contexts. 	<p>Students will perform a set piece of music to engage an audience.</p> <p>Students:</p> <ul style="list-style-type: none"> respond how the elements of music are used to communicate meaning in the music performed describe how their music making is influenced by music and performances using aural and expressive skills to review and refine whole class performances, through feedback for a polished performance perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm)

Health and Physical Education

Prep			
Term 1	Term 2	Term 3	Term 4
Water familiarity, buoyancy and mobility	Athletics Running, Jumping, Throwing Health I am growing and changing	Ball and Team Skills Playing with balls Health Who wants to play?	Water safety and swimming Health Am I safe?
<p>Students explore the elements of movement in the water:</p> <p>Students:</p> <ul style="list-style-type: none"> develop fundamental movement skills (under, on, through the water) develop water familiarisation through exploration and play follow safety procedures (entry, exit) perform movement sequences (front and back). breathing activities 	<p>Students develop the object control skills of rolling, catching, throwing, jumping and running through active participation in athletic events. They will use personal and social skills to follow rules and cooperate with others and be safe to self and others.</p> <p>Students:</p> <ul style="list-style-type: none"> explore rules and safe practices for moving safely and using athletics equipment in physical activities explore the personal and social skills needed to cooperate with others in physical activities develop fundamental movement skills to direct and receive objects apply the fundamental movement skills of running, jumping, hopping and test to solve movement challenges. recognise how they are growing and changing identify and describe the different emotions people experience in different situations 	<p>Students develop control skills of rolling, catching, bouncing, and throwing through active participation in activities, games and movement challenges. They demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.</p> <p>Students:</p> <ul style="list-style-type: none"> explore rules and moving safely and using balls in physical activities explore the personal and social skills needed to cooperate with others in physical activities develop fundamental movement skills to direct and receive objects apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges. understand different ways of feeling after participating in active games. describe how their body responds to movement 	<p>Students:</p> <ul style="list-style-type: none"> Safely enter and exit shallow water using a method suitable for the water location Propel the body for 5 metres continuously and unassisted Float and recover to a secure position Correctly fit a lifejacket on land Perform a continuous survival sequence: float for 30 to 60 seconds holding a buoyant aid; signal for help Submerge the body completely underwater, eyes open and breathe out Be rescued by grasping a rigid aid and being pulled to safety Identify actions that help keep themselves safe and healthy around the water Demonstrate understanding of: locations where water is found; rules for safe behaviour around the water; how to signal for help identify actions that help them be healthy, safe and physically active identify different settings where they can be active and demonstrate how to move and play safely

Year 1			
Term 1	Term 2	Term 3	Term 4
Swimming Moving on	Athletics Running, Jumping, Throwing	Ball and Team Skills Space Dodge	Water safety and swimming education
	Health Healthy Actions Healthy Messages	Health Identity	Health Water safety
<p>Students explore movement in response to a water environment. They perform sequences of movements incorporating elements of movement.</p> <p>Students will:</p> <ul style="list-style-type: none"> develop and practise fundamental movement skills. interact with equipment and explore the elements of movement while performing fundamental movement skills by being safe. 	<p>Students develop fundamental movement skills in athletics and test alternatives to solve movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> develop the movement fundamental skills of athletic events 	<p>Students participate in ball skill based games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test alternatives to solve movement challenges. They demonstrate positive ways to interact with others.</p> <p>Students:</p>	<p>Students:</p> <ul style="list-style-type: none"> Safely enter and exit shallow water using 2 methods suitable for the water location Swim 25 metres continuously using a swimming or survival stroke Maneuver the body from one floating position to another and recover to a secure position

<ul style="list-style-type: none"> create and develop movement sequences that incorporate elements of movement perform activities of different intensity 	<ul style="list-style-type: none"> demonstrated movement skills to test alternatives to solve movement challenges identify how the body reacts to different physical activities. <p>test, trial and evaluate possible solutions in movement challenges.</p>	<ul style="list-style-type: none"> develop the fundamental movement skill of dodging and space creation develop skills and strategies to tag/evade others in tagging games test alternatives and solve movement challenges. develop skills to play fairly and work together during games 	<ul style="list-style-type: none"> Correctly fit a lifejacket on land and experience wearing it in water Perform a continuous survival sequence: scull, float or tread water for 1 minute; signal for help; float for 1 minute holding a buoyant aid; kick to safety holding the aid Submerge the body completely underwater and recover an object Be rescued by grasping a non-rigid aid and being pulled to safety Perform a reach rescue using a rigid aid Describe actions that help keep themselves safe and healthy around the water Demonstrate understanding of: hazards in water locations; rules for safe behaviour around the water; how to signal for help; safety signage; how to be rescued
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Year 2			
Term 1	Term 2	Term 3	Term 4
Swimming Tadpole tales	Athletics and Others Running, Jumping, Throwing	Ball Skills Goal! Futsal	Water safety and swimming education
<p>In this context, students develop aquatic skills and swimming strokes. Students perform aquatic skills in a sequence that incorporates the elements of movement.</p> <p>Students:</p> <ul style="list-style-type: none"> follow rules and safe practices required at the pool develop aquatic skills and the recognised strokes of freestyle and backstroke refine aquatic and swimming skills sequences through exploring the elements of movement. 	<p>Students demonstrate fundamental movement skills during athletic events.</p> <p>Students:</p> <ul style="list-style-type: none"> develop athletic events rules and practices develop movement skills to manoeuvre equipment in different events apply athletic skills in events develop personal and social skills required to interact positively and work collaboratively with others apply and refine athletic skills in events by being responsive to personal challenges and feedback from others 	<p>Students perform the refined fundamental movement skills (kicking and trapping with parts of the foot, dribbling, passing, shooting, heading and rules) and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.</p> <p>Students:</p> <ul style="list-style-type: none"> develop the fundamental movement skills of kicking and trapping with different parts of the foot, dribbling, passing, shooting, heading and rules apply and adjust fundamental movement skills to test and trial solutions to movement challenges. develop and refine dribbling skills and sequences 5 sided games investigate the body's reaction to physical activity. 	<p>Students:</p> <ul style="list-style-type: none"> Safely enter and exit shallow water using 2 methods suitable for the water location Swim 25 metres continuously using a swimming or survival stroke Manoeuvre the body from one floating position to another and recover to a secure position Correctly fit a lifejacket on land and experience wearing it in water Perform a continuous survival sequence: scull, float or tread water for 1 minute; signal for help; float for 1 minute holding a buoyant aid; kick to safety holding the aid Submerge the body completely underwater and recover an object Be rescued by grasping a non-rigid aid and being pulled to safety Perform a reach rescue using a rigid aid Describe actions that help keep themselves safe and healthy around the water Demonstrate understanding of: hazards in water locations; rules for safe behaviour around the water; how to signal for help; safety signage; how to be rescued

Year 3			
Term 1	Term 2	Term 3	Term 4
Swimming Super swimmer	Athletics and Others Take your marks, get set, go	Ball Skills and others Howzat!	Water safety and swimming education program
<p>Students develop and practise aquatic movement skills through various activities and challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> develop safe swimming practices and fundamental aquatic skills make refinements to aquatic skills and apply strategies to achieve different outcomes <p>combine fundamental aquatic skills and the elements of movement to perform swimming strokes</p>	<p>Students develop the fundamental movement skills of running, jumping and throwing.</p> <p>Students:</p> <ul style="list-style-type: none"> explore and develop running, jumping and throwing techniques in a variety of situations refine running, jumping and throwing techniques in athletics-based games and to solve challenges <p>understand the benefits of physical activity for their mind and body.</p>	<p>Students perform the refined fundamental movement skills of throwing (overarm shoulder throw) and catching and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.</p> <p>Students:</p> <ul style="list-style-type: none"> develop and refine the fundamental movement skills of throwing, hitting and catching explore and develop the concepts and strategies of cricket <p>develop strategies for working cooperatively and applying rules fairly to solve movement challenges.</p>	<p>Students:</p> <ul style="list-style-type: none"> Safely enter and exit shallow and deep water using 2 methods suitable for the water location Swim 50 metres continuously using 1 above water and 1 underwater arm recovery stroke Demonstrate sculling in head first and feet first directions Correctly fit a lifejacket on land, jump into the water, float on the back and signal for help Perform a continuous survival sequence wearing swimwear, shorts and t-shirt: scull, float or tread water for 2 minutes; swim survival strokes for 3 minutes Perform a head-first surface dive in chest deep water to recover an object Perform 2 non-swimming rescues using a rigid aid and a buoyant aid Perform a throw rescue using a buoyant aid for 5 metres Identify and practise strategies that help keep themselves and others safe and healthy around the water <p>Demonstrate understanding of: hazards in water locations; rules for safe behaviour around the water; how to signal for help; safety signage; self-preservation in rescues; non- swimming rescues</p>

Year 4			
Term 1	Term 2	Term 3	Term 4

Swimming Superstars: Splish Splash	Athletics and Others Athletic Spectacle	Ball Skills and others Auskick	Water safety and swimming education program
In this context, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming. Students: <ul style="list-style-type: none"> combine arm, leg and breathing movements with the elements of movement to develop swimming strokes refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence examine the benefits of swimming. 	Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. Students: <ul style="list-style-type: none"> develop and combine fundamental movement skills to form athletic sequences become familiar with the elements of movement and their use in athletic sequences. create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement develop athletic-movement sequences in authentic running, jumping and throwing situations.	Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking (kicking, handpasses) / fielding games. Students: <ul style="list-style-type: none"> understand and develop strategies for working cooperatively and apply rules fairly in striking/fielding physical activity contexts develop and refine striking/fielding game skills and apply concepts in active play and minor games apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges in striking/fielding games. 	Students: <ul style="list-style-type: none"> Safely enter and exit shallow and deep water using 2 methods suitable for the water location Swim 50 metres continuously using 1 above water and 1 underwater arm recovery stroke Demonstrate sculling in head first and feet first directions Correctly fit a lifejacket on land, jump into the water, float on the back and signal for help Perform a continuous survival sequence wearing swimwear, shorts and t-shirt: scull, float or tread water for 2 minutes; swim survival strokes for 3 minutes Perform a head-first surface dive in chest deep water to recover an object Perform 2 non-swimming rescues using a rigid aid and a buoyant aid Perform a throw rescue using a buoyant aid for 5 metres Identify and practise strategies that help keep themselves and others safe and healthy around the water Demonstrate understanding of: hazards in water locations; rules for safe behaviour around the water; how to signal for help; safety signage; self-preservation in rescues; non- swimming rescues

Year 5			
Term 1	Term 2	Term 3	Term 4
Swimming Different Strokes	Athletics Faster, Stronger, Higher	Ball Skills Built for B-Ball	Water safety and swimming education program
Students develop specialised aquatic skills and perform a sequence of these skills for individual and team relays. Students: <ul style="list-style-type: none"> practise and refine the aquatic skills of kicking, different strokes, breathing, diving and tumble turns in a variety of movement situations practise combining specialised aquatic skills in short movement sequences. manipulate elements of movement when performing aquatic skills in sequences performing aquatic skills in sequence 	Students develop the specialised movement skills in athletic events. They explore ethical behaviour and fair play and apply these concepts within a team or individually and a variety of physical activities. Students: <ul style="list-style-type: none"> develop an understanding of athletic event rules perform and refine running, throwing and jumping skills within the context of athletics participate in activities that allow them to experiment with various athletic-specific movement concepts, equipment and strategies practise and refine athletic-specific concepts and strategies identified as effective for successful throwing, running and jumping apply learned concepts and strategies during events demonstrate fair play and cooperation during athletics events and competition	Students explore and describe the key features of health related fitness and the significance of physical activity participation to health and well-being in the context of basketball. Students: <ul style="list-style-type: none"> explore the health-related fitness components within the game of basketball develop the basketball skills of dribbling, passing, shooting and rebounding determine the links between the recorded images and components of fitness identify different physical activities in their everyday life discuss benefits of regular participation in physical activity to their health and wellbeing.	Water safety and swimming education program Students: <ul style="list-style-type: none"> Safely enter and exit shallow and deep water using 3 deep water methods suitable for the water location Swim 100 metres continuously using a combination of 2 above water and 2 underwater arm recovery strokes Demonstrate a backward and forward somersault in the water Correctly fit a lifejacket while treading water, swim 25 metres using survival strokes, signal for help Perform a continuous survival sequence wearing swimwear, long pants and long-sleeved shirt: scull, float or tread water for 3 minutes; swim survival strokes for 6 minutes; remove clothing in deep water Perform a feet-first surface dive in deep water to recover an object Perform 2 non-swimming rescues using a non- rigid aid and an unweighted rope Perform a throw rescue using an unweighted rope for 5 metres Plan strategically and practise strategies that help keep themselves and others safe and healthy around the water Demonstrate understanding of: hazards in water locations; rules for safe behaviour around the water; self-preservation in survival and rescue situations; safety signage; non- swimming rescues

Year 6			
Term 1	Term 2	Term 3	Term 4
SWIMMING Surf: Junior Lifesaver	ATHLETICS Athletic fitness fun	Ball Skills European Handball	SWIMMING and others Water hockey
In this context students practice specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue situations. Students: <ul style="list-style-type: none"> develop above water and underwater arm recovery strokes, rescue techniques and survival skills apply swimming concepts and strategies to refine performance of swimming strokes develop understanding of lifesaving concepts and strategies and apply them in practical survival and rescue situations. 	Students develop specialised movement skills within different fitness contexts. They participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing Students: <ul style="list-style-type: none"> participate in health-related fitness activities experience a health-related fitness circuit to explore circuit purposes and principles explore how manipulating or modifying the elements of movement impacts on performance in health-related fitness activities develop understanding of the organisation of fitness circuits 	Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in European handball. Students: <ul style="list-style-type: none"> apply and refine the specialised movement skills of European handball propose and combine movement concepts and strategies in European handball 	Students perform specialised tennis skills. They combine and perform specialised tennis skills to open up space on the court to win or gain the upper hand within gameplay. They demonstrate skills to work collaboratively and play fairly during tennis related activities and games. Students: <ul style="list-style-type: none"> become familiar with the responsibilities of tennis players in regard to following game rules and etiquette develop, practise and refine specialised tennis skills (forehand and backhand strokes) combine and perform specialised tennis skills to open up space on the court to win the point.

Languages: Chinese

Year 4			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Socialising: Greetings (Hello, Good morning, goodbye, thank you); classroom commands (quiet, stop); basic colours; Informing: Numbers to 10 Systems of language: Days of the Week; character representations 			

Year 5		
Unit 1	Unit 2	Unit 3
About me	Family Life	My Interests
<p>In this unit, students explore naming traditions in Chinese-speaking cultures and compare with their own experiences. Students use language to communicate ideas relating to names and personal identity in a culturally appropriate manner.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about personal identity listen to people talk about personal and family names identify meaning in names <p>analyse and reflect on naming conventions and cultural traditions.</p>	<p>In this unit, students use language to communicate ideas relating to the family and group identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with language in texts about family interact to share information and experiences summarise key details about family traditions <p>participate in intercultural experiences to notice, compare and reflect on language and culture.</p>	<p>In this unit, students explore the concept of personal spaces in Australia and Chinese-speaking cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> interact with others to describe and discuss opinions about favourite places and spaces gather and compare information about favourite personal spaces of Chinese-speaking children create personal spaces in response to characters in imaginative texts <p>reflect on similarities and differences between own preferences and those of children in Chinese-speaking cultures.</p>

Year 6		
Unit 1	Unit 2	Unit 3
My Hero	My Community	Language and Culture
<p>In this unit, students explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Chinese-speaking cultures and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> use Chinese to discuss qualities of people they admire encounter authentic language in a range of spoken and written texts about a variety of imaginary characters respond to imaginative texts and identify qualities in imaginative characters reflect on intercultural experiences noticing similarities and differences in perspectives on personal qualities. 	<p>In this unit, students will explore the concept of school life in Chinese-speaking communities and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> interact with others to discuss their own school life and plan a tour of their school for their Chinese-speaking peers gather information about school life in China, comparing it with school in Australia translate school language, finding equivalent expressions when direct translations are not possible reflect on similarities and differences between school life in Australia and China <p>understand the nuances of formal and informal register at school.</p>	<p>In this unit, students use language to communicate ideas relating to interests, activities and personality traits.</p> <p>Student will:</p> <ul style="list-style-type: none"> discuss leisure activities and interests gather, classify and compare information about interests of Chinese-speaking children create bilingual profiles based on interests identify borrowed words used to discuss interests <p>understand how language reflects roles and relationships.</p>

Languages: French

Year 4			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Socialising: Greetings and introductions (Hello, Good morning, goodbye, please, thank you, age, how are you) body parts; animals Translating: Numbers to 20, exposure to script, body parts; animals Systems of language: basic colours 			

Year 5		
Unit 1	Unit 2	Unit 3
About Me	Family Life	My Interests
<p>In this unit, students use language to communicate ideas relating to personal names and personal identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about personal identity create connected texts using descriptive language use a range of language to give personal information about identity for a range of purposes <p>participate in intercultural experiences to notice, compare and reflect on language and culture.</p>	<p>In this unit, students explore the concept of family in French-speaking countries as well as their own.</p> <p>Students will:</p> <ul style="list-style-type: none"> discuss families and family activities that they participate in gather and compare information about families in French-speaking countries and Australia create a presentation about family through a photo-calendar page <p>reflect on the differences between written and spoken words in French.</p>	<p>In this unit, students will explore the concept of personal spaces, within their home environment and the target country.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with language in texts about different places in which children feel comfortable listen to people talk about their favourite places create texts about personal spaces <p>participate in intercultural experiences to notice, compare and reflect on language and culture.</p>

Year 6		
Unit 1	Unit 2	Unit 3
My Hero	My Community	Language and Culture
<p>In this unit, students use language to discuss characteristics of people they admire and action heroes.</p> <p>Students will:</p>	<p>In this unit, students use language to explore the concept of school life in the target country and make connections with their own school experience.</p> <p>Students will:</p>	<p>In this unit, students explore the concepts of group identity and belonging through their own individual interests.</p> <p>Students will:</p>

<ul style="list-style-type: none"> engage with a range of spoken and written imaginative texts about the representation of character. re-interpret or create alternative versions of action heroes using different modes or contexts design an action hero who exemplifies his or her personal qualities <p>participate in intercultural experience to notice, compare and reflect on language and culture.</p>	<ul style="list-style-type: none"> engage with a range of texts about the school experience in French-speaking countries create connected texts to describe their school experiences including routines, timetables, lunches and eating practices. use a range of language to discuss their school experiences <p>participate in an intercultural experience to notice, compare and reflect on language and culture.</p>	<ul style="list-style-type: none"> discuss leisure activities and interests analyse texts about interests in French-speaking countries create bilingual texts about interests reflect on how interests relate to personal and group identity.
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Languages: Japanese

Year 4			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Socialising: Greetings (Good morning, goodbye, please, thank you); colours; Numbers to 10 Systems of language: Days of the weeks; introduction of script; Translating: The Hungry Caterpillar 			

Year 5		
Unit 1	Unit 2	Unit 3
About Me	Family Life	My Interests
<p>In this unit students explore the concept of names and the meanings they hold in Japan. Students use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner.</p> <p>Students will:</p> <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 <p>participate in intercultural experiences to notice, compare and reflect on language and culture.</p>	<p>In this unit, students use language to communicate ideas relating to the concept of family and identity.</p> <p>Students will:</p> <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 <p>develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'.</p>	<p>In this unit, students will explore the concept of personal spaces within their home environment and the target country.</p> <p>Students will:</p> <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 <p>participate in intercultural experiences to notice, compare and reflect on language and culture.</p>

Year 6		
Unit 1	Unit 2	Unit 3
My Hero My Yurukyara Class Mascot	My Community School Brochure	Language and Culture
<p>In this unit students will explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> use Japanese to discuss qualities of people they admire encounter authentic language in a range of spoken and written texts about a variety of imaginary characters respond to imaginative texts and identify qualities in imaginative characters understand and apply knowledge of adjectives and text features to describe attributes of imaginative characters <p>reflect on intercultural experiences noticing similarities and differences in values portrayed by characters in imaginative texts.</p>	<p>In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about school in Japan use a range of language to discuss school experiences participate in an intercultural experience to notice, compare and reflect on language and culture. 	<p>In this unit, students will explore the concepts of group identity and belonging through their own individual interests.</p> <p>Students will:</p> <ul style="list-style-type: none"> discuss leisure activities and interests gather, classify and compare information about interests of Japanese children create bilingual profiles based on interests identify borrowed words used to discuss interests.

Languages: Spanish

Year 4			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Socialising; Greetings and introductions (Hello, Good morning, goodbye, please, thank you, age, how are you); classroom commands (sit down, wait, quiet); Numbers to 10 Reflecting; Basic colours Translating: exposure to script Informing: Parts of the body 			

Year 5		
Unit 1	Unit 2	Unit 3

<p>About Me</p> <p>In this unit, students use language to communicate ideas relating to personal names and personal identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about personal identity create connected texts using descriptive language use a range of language to give personal information about identity for a range of purposes <p>participate in intercultural experiences to notice, compare and reflect on language and culture.</p>	<p>Family Life</p> <p>In this unit, students explore the concept of family in French-speaking countries as well as their own.</p> <p>Students will:</p> <ul style="list-style-type: none"> discuss families and family activities that they participate in gather and compare information about families in French-speaking countries and Australia create a presentation about family through a photo-calendar page <p>reflect on the differences between written and spoken words in French.</p>	<p>My Interests</p> <p>In this unit, students will explore the concept of personal spaces, within their home environment and the target country.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with language in texts about different places in which children feel comfortable listen to people talk about their favourite places create texts about personal spaces <p>participate in intercultural experiences to notice, compare and reflect on language and culture.</p>
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Year 6		
Unit 1	Unit 2	Unit 3
<p>My Hero</p> <p>In this unit, students use language to discuss characteristics of people they admire and action heroes.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written imaginative texts about the representation of character. re-interpret or create alternative versions of action heroes using different modes or contexts design an action hero who exemplifies his or her personal qualities <p>participate in intercultural experience to notice, compare and reflect on language and culture.</p>	<p>My Community</p> <p>In this unit, students use language to explore the concept of school life in the target country and make connections with their own school experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about the school experience in Spanish -speaking countries create connected texts to describe their school experiences including routines, timetables, lunches and eating practices. use a range of language to discuss their school experiences <p>participate in an intercultural experience to notice, compare and reflect on language and culture.</p>	<p>Language and Culture</p> <p>In this unit, students explore how self-identity and personality type is reflected through personal interests.</p> <p>Student will:</p> <ul style="list-style-type: none"> share their interests and gather information about the interests of others present information about their interests reflect on how their interests and the activities they do reflect their self-identity <p>understand and apply knowledge of verbs and borrowed words when describing interests.</p>