



The Willows State School motto is:  
'Educational Excellence in an Information Age'.

In partnership with families and the wider community, we are committed to preparing students with the knowledge and skills necessary for lifelong learning, and active and caring citizenship. We target the delivery of high quality educational experiences that are connected to students' lives, through a supportive and innovative learning environment.

## Whole School Curriculum Plan 2018

# Whole school curriculum and assessment plan: Australian Curriculum P–6

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum V 1.2*, accessed 12 July 2011, <www.Australiancurriculum.edu.au>.

School: The Willows State School 2018

Regional centre: Northern

School information and data			Sources for gathering information and data
Total enrolments	1020		<b>Systemic</b> <ul style="list-style-type: none"><li>NAPLAN - Year 3, 5, (Term 2 Week 4)</li><li>Regional Office PM Benchmark levels – Prep to Year 3 (End T1, T2, T3, T4)</li><li>Monitoring tasks and Summative Assessment tasks as prescribed by C2C documents</li><li>Nationally Consistent Collection of Data on School Students with Disability</li><li>School Opinion Surveys</li></ul> <b>School-based</b> <ul style="list-style-type: none"><li>Accurate Instructional PM data and analysis</li><li>Accurate Instructional PROBE data and analysis</li><li>PAT Reading Online data</li><li>Unit achievement levels</li><li>Formative and diagnostic assessment</li><li>Evidence of learning checklists</li><li>Early Start</li><li>Attendance</li><li>Behaviour (PBL)</li><li>School based data walls – triangulation of diagnostic reading data/English LOA/NAPLAN</li></ul>
Year levels	Prep to Year 6		
Student information	49 % males:	51 % females:	
	Indigenous students: 13 %	Students with disabilities: 3 %	
Staff information	Number of teaching staff: 87	Number of non-teaching staff: 63	
<b>Systemic priorities</b> <b><i>Every Student Succeeding State School Strategy 2017-2021</i></b> <ul style="list-style-type: none"><li>Collaborative Empowerment</li><li>Successful Learners</li><li>Teaching Quality</li><li>Principal Leadership and Performance</li><li>School Performance</li><li>Regional Support</li><li>Local Decision Making</li></ul> <p>P-12 curriculum, assessment and reporting framework Learning and wellbeing framework Parent and community engagement framework School Improvement Hierarchy model Collaborative Inquiry model Standards of Evidence</p>			
<b>School-based priorities</b>  <b><i>School Improvement Agenda 2018</i></b> <ul style="list-style-type: none"><li><b>Literate and Numerate Learners</b> – Reading – progress and achievement in fluency and comprehension (PM, PATR, LOA English)</li><li><b>Effective delivery of the Australian Curriculum through quality pedagogy</b> enacted through Pedagogical Framework and measured through LOA across Key Learning Areas with a focus on English, Maths, Science</li><li><b>Positive Behaviour Learning</b> – measured through aligned data sets</li><li><b>Positive Partnerships</b> – build the links from The Willows to Kirwan SHS and ECE</li></ul>		<b>Regional priorities</b>  <b><i>NQR Priorities 2018-2021</i></b> <ul style="list-style-type: none"><li>Build Principal and other Leaders’ instructional leadership</li><li>Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum</li><li>Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.</li></ul>	

State School Time Allocations Per Week for Each Year Level							
Australian Curriculum Learning Areas As documented in the P-12 Curriculum, Assessment and Reporting Framework							
2018 Class Allocations	Prep	Y1	Y2	Y3	Y4	Y5	Y6
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	7 hrs	7 hrs	7 hrs	7 hrs	6 hrs	6 hrs	6 hrs
Mathematics	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs
Science	1 hr	1 hr	1 hr	1.75 hrs	1.75 hrs	1.75 hrs	1.75 hrs
History Geography	1 (20 hrs hist, 20 hrs geog)	1 (20 hrs hist, 20 hrs geog)	1 (20 hrs hist, 20 hrs geog)	1.5 (30 hrs hist, 30 hrs geog)	1.5 (30 hrs hist, 30 hrs geog)	2 (40 hrs hist, 40 hrs geog)	2 (40 hrs hist, 40 hrs geog)
Languages						1.5 hrs (1 hr from spec, 0.5 shortfall)	1.5 hrs (1 hr from spec, 0.5 shortfall)
<b>HPE (H) – TOTAL 2 hrs per week</b> (Personal, Social and Community Health) <b>HPE (PE)</b> (Movement and Physical Activity)	1 hr  1 hr	1 hr  1 hr	1 hr  1 hr	1 hr  1 hr	1 hr  1 hr	1 hr  0.5 hr (0.5 shortfall)	1 hr  0.5 hr (0.5 shortfall)
<b>The Arts</b> (Dance, Drama, Media Arts, Visual Arts) <b>The Arts – Music (0.5)</b>	<u>Total Arts 1.5 (1 hr)</u>  0.5  Music specialist 1 hr (over 0.5)	<u>Total Arts 1.5 (1 hr )</u>  0.5  Music specialist 1 hr (over 0.5)	<u>Total Arts 1.5 (1 hr )</u>  0.5  Music specialist 1 hr (over 0.5)	<u>Total Arts 1.75 (1.25 hr)</u>  0.75  Music specialist 1 hr (over 0.5)	<u>Total Arts 1.75 (1.25 hr)</u>  0.75  Music specialist 1 hr (over 0.5)	<u>Total Arts 1.25 hr</u>  0.75  Music specialist 0.5 hr	<u>Total Arts 1.25 hr</u>  0.75  Music specialist 0.5 hr
<b>Technology (Design, Digital)- Semester 1 and Semester 2 ACARA</b>	0.5 hrs	0.5 hrs	0.5 hrs	1 hr	1 hr	1.5 hr	1.5 hr
<b>Total allocated curriculum time</b>	<b>17.5hrs</b>	<b>17.5hrs</b>	<b>17.5hrs</b>	<b>19.5hrs</b>	<b>19hrs</b>	<b>21hrs (including current shortfalls)</b>	<b>21hrs (including current shortfalls)</b>
Roll marking (20 mins per day) Parade (30 mins per week including YL and WS)	<b>1.75</b>  <b>0.5</b>	<b>1.75</b>  <b>0.5</b>	<b>1.75</b>  <b>0.5</b>	<b>1.75</b>  <b>0.5</b>	<b>1.75</b>  <b>0.5</b>	<b>1.75</b>  <b>0.5</b>	<b>1.75</b>  <b>0.5</b>
Religion	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>
Further Information Discretionary Time							
School Priority Area – 4 LESSON SEQUENCE	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0-1.5</b>	<b>2.0</b>		
Proactive Behaviour Support and PBL	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>
<b>Time in class: 23.75hrs week</b> <b>Remaining time from: Library, Extra curriculum time, Extra-curricular activities, Sport, Life Ed, Other – School events</b>	<b>1hr</b>	<b>1hr</b>	<b>1hr</b>	<b>Over 30 min</b>	<b>0</b>	<b>0</b>	<b>0</b>

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Whole school curriculum plan: P–10 overview

Teaching and learning term overview across P–10

2018		Term 1	Term 2	Term 3	Term 4
	p	<p><b>Achievement Standard: Prep</b></p> <p><b>Receptive modes (listening, reading and viewing)</b></p> <p>By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They <a href="#">recall</a> one or two events from texts with familiar topics. They <a href="#">understand</a> that there are different types of texts and that these can have similar characteristics. They <a href="#">identify</a> connections between texts and their personal experience.</p> <p>They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They <a href="#">recognise</a> the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and <a href="#">respond</a> to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p><b>Productive modes (speaking, writing and creating)</b></p> <p>Students <a href="#">understand</a> that their texts can reflect their own experiences. They <a href="#">identify</a> and <a href="#">describe</a> likes and dislikes about familiar texts, objects, characters and events.</p> <p>In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They <a href="#">identify</a> and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>		<p><b>Achievement Standard: Year 1</b></p> <p><b>Receptive modes (listening, reading and viewing)</b></p> <p>By the end of Year 1, students <a href="#">understand</a> the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They <a href="#">identify</a> that texts serve different purposes and that this affects how they are organised. They <a href="#">describe</a> characters, settings and events in different types of literature.</p> <p>Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They <a href="#">recall</a> key ideas and <a href="#">recognise</a> literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.</p> <p><b>Productive modes (speaking, writing and creating)</b></p> <p>Students <a href="#">understand</a> how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.</p> <p>They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.</p>	
English – P – 6 (Version 5)		<p><b>Unit 1: Enjoying our new world</b></p> <p>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.</p> <p><b>No summative assessment</b></p> <p>Monitoring task - Speaking: Talk about a favourite story</p>	<p><b>Unit 2 Enjoying and retelling stories</b></p> <p>Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p> <p><b>Summative assessment: Retell a story (oral)</b></p>	<p><b>Unit 3: Interacting with others</b></p> <p>Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. Students identify common visual patterns. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.</p> <p>Students will create and recite a rhyming verse to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p> <p><b>Summative assessment:</b></p> <p><b>Create and recite a rhyme (oral)</b></p> <p><b>Responding to a rhyming story (multimodal presentation)</b></p>	<p><b>Unit 4: Responding to text</b></p> <p>Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text which includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.</p> <p><b>Summative assessment:</b></p> <p><b>Reading and comprehension assessment (Short answer)</b></p> <p><b>Writing and creating a response to a story (written, multimodal)</b></p>

1	<p><b>Achievement Standard: Prep</b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They <u>recall</u> one or two events from texts with familiar topics. They <u>understand</u> that there are different types of texts and that these can have similar characteristics. They <u>identify</u> connections between texts and their personal experience.</p> <p>They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They <u>recognise</u> the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and <u>respond</u> to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p><i>Productive modes (speaking, writing and creating)</i></p> <p>Students <u>understand</u> that their texts can reflect their own experiences. They <u>identify</u> and <u>describe</u> likes and dislikes about familiar texts, objects, characters and events.</p> <p>In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They <u>identify</u> and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>	<p><b>Achievement Standard: Year 1</b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of Year 1, students <u>understand</u> the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They <u>identify</u> that texts serve different purposes and that this affects how they are organised. They <u>describe</u> characters, settings and events in different types of literature.</p> <p>Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They <u>recall</u> key ideas and <u>recognise</u> literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.</p> <p><i>Productive modes (speaking, writing and creating)</i></p> <p>Students <u>understand</u> how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.</p> <p>Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.</p>	<p><b>Achievement Standard: Year 2</b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of Year 2, students <u>understand</u> how similar texts share characteristics by identifying text structures and language features used to <u>describe</u> characters and events, or to communicate factual information.</p> <p><i>They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide exact information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They <u>identify</u> literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and <u>manipulate</u> sound combinations and rhythmic sound patterns.</i></p> <p><i>Productive modes (speaking, writing and creating)</i></p> <p>When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They <u>explain</u> their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.</p> <p>Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.</p>
	<p><b>Unit 1: Exploring emotion in picture books</b></p> <p>Students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.</p> <p><b>No summative assessment</b></p> <p>Monitoring task - Informative presentation</p> <p>Monitoring Description: Students explain a viewpoint on a character from a familiar text and share personal connections.</p> <p><b>Unit 2: Explaining how a story works</b></p> <p>Students listen to, read and view a range of picture books in order to analyse and explain a familiar story.</p> <p><b>Summative assessment: Responding to imaginative texts</b></p>	<p><b>Unit 3: Exploring characters in stories</b></p> <p>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.</p> <p><b>Summative assessment:</b></p> <p><b>Exploring characters in stories: Reading and comprehension (interview)</b></p> <p><b>Character description (written)</b></p> <p><b>Unit 4: Engaging with poetry</b></p> <p>Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p> <p><b>Summative assessment: Comprehending poetry (Written)</b></p> <p><b>Poem Recitation (oral)</b></p>	<p><b>Unit 5: Examining language of communication — questioning</b></p> <p>Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.</p> <p><b>Summative assessment:</b></p> <p><b>Reading and listening comprehension (short answer questions)</b></p> <p><b>Create and present a character (Oral)</b></p> <p><b>Unit 6: Retelling Cultural Stories</b></p> <p>Students read, view and listen to a range of stories to create an informative text about an event in a literary text.</p> <p><b>Summative assessment: Retelling of a cultural story (poster/multimodal/presentation)</b></p>



2	<p><b>Achievement Standard: Year 1</b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.</p> <p>Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.</p> <p><i>Productive modes (speaking, writing and creating)</i></p> <p>Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.</p> <p>Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.</p>	<p><b>Achievement Standard: Year 2</b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of Year 2, students <u>understand</u> how similar texts share characteristics by identifying text structures and language features used to <u>describe</u> characters and events, or to communicate factual information.</p> <p><i>They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide exact information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They <u>identify</u> literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and <u>manipulate</u> sound combinations and rhythmic sound patterns. Productive modes (speaking, writing and creating)</i></p> <p>When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They <u>explain</u> their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.</p> <p>Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.</p>	<p><b>Achievement Standard: Year 3</b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of Year 3, students <u>understand</u> how content can be organised using different text structures depending on the purpose of the text. They <u>understand</u> how language features, images and vocabulary choices are used for different effects.</p> <p>They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide exact information. They use phonics and word knowledge to fluently read more complex words. They <u>identify</u> literal and implied meaning connecting ideas in different parts of a text. They <u>select</u> information, ideas and events in texts that <u>relate</u> to their own lives and to other texts. They listen to others’ views and <u>respond</u> appropriately using interaction skills.</p> <p><i>Productive modes (speaking, writing and creating)</i></p> <p>Students <u>understand</u> how language features are used to link and <u>sequence</u> ideas. They <u>understand</u> how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and <u>develop</u>, in some detail, experiences, events, information, ideas and characters.</p> <p>Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They <u>demonstrate</u> understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p>
	<p><b>Unit 1: Reading, writing and performing poetry</b> Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience.</p> <p><b>Summative assessment: Imaginative reconstruction of a poem (Oral)</b> Monitoring Task: Reading comprehension</p> <p><b>Unit 2: Stories of families and friends</b> Students will explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative retell about a character from a book.</p> <p><b>Summative assessment: Imaginative narrative (written)</b> Monitoring Task: Running record</p>	<p><b>Unit 3: Exploring characters</b> In this unit, students read, view and listen to a variety of texts to explore how characters are represented in print and images. Students identify character qualities in texts. They create an alternative character description. Students present their alternative character description to an audience of peers.</p> <p><b>Summative assessment: Exploring characters - Alternative character description (written)</b></p> <p><b>Unit 4: Responding persuasively to narratives</b> Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students compare how the visual representations of a character are depicted differently in two publications of the same story and write a persuasive response giving reasons for a particular preference.</p> <p><b>Summative assessment: Reading and comprehension (oral)</b> Monitoring: Writing a persuasive response</p>	<p><b>Unit 5: Exploring procedural texts</b> 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.</p> <p><b>No summative assessment</b> Monitoring: Multimodal procedure Monitoring: Reading comprehension</p> <p><b>U6 Exploring informative texts</b> Students read, view and listen to a range of informative texts and familiar stories to create a newspaper report about an event in a literary text.</p> <p><b>Summative assessment:</b> <b>Reading comprehension - Comparing informative and narrative texts (short answer questions)</b> <b>Writing an informative text (written)</b></p>

3	<p><b>Achievement Standard: Year 2</b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of Year 2, students <u>understand</u> how similar texts share characteristics by identifying text structures and language features used to <u>describe</u> characters and events, or to communicate factual information.</p> <p>They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide exact information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They <u>identify</u> literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and <u>manipulate</u> sound combinations and rhythmic sound patterns.</p> <p>Productive modes (speaking, writing and creating)</p> <p>When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They <u>explain</u> their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.</p> <p>Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.</p>	<p><b>Achievement Standard: Year 3</b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of Year 3, students <u>understand</u> how content can be organised using different text structures depending on the purpose of the text. They <u>understand</u> how language features, images and vocabulary choices are used for different effects.</p> <p><i><b>They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide exact information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately using interaction skills. Productive modes (speaking, writing and creating)</b></i></p> <p>Students <u>understand</u> how language features are used to link and <u>sequence</u> ideas. They <u>understand</u> how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and <u>develop</u>, in some detail, experiences, events, information, ideas and characters.</p> <p>Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They <u>demonstrate</u> understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p>		<p><b>Achievement Standard: Year 4</b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of Year 4, students <u>understand</u> that texts have different text structures depending on purpose and context. They <u>explain</u> how language features, images and vocabulary are used to engage the interest of audiences. They <u>describe</u> literal and implied meaning connecting ideas in different texts</p> <p>They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and <u>respond</u> to others’ viewpoints. They listen for and share key points in discussions.</p> <p><i>Productive modes (speaking, writing and creating)</i></p> <p>Students use language features to create coherence and add detail to their texts. They <u>understand</u> how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to <u>explain</u> ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They <u>demonstrate</u> understanding of grammar, <u>select</u> vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p>
	<p><b>Unit 1: Analysing and creating persuasive texts</b></p> <p>Students read, view and analyse persuasive texts. In a monitoring task students will write a series of short written persuasive texts.</p> <p><b>No summative assessment</b></p> <p>Monitoring: Persuasive texts (written)</p> <p><b>Unit 2: Investigating characters</b></p> <p>Students listen to, view and read a short narrative, a digital book and a novel to explore authors’ use of descriptive language in the construction of character. They complete a reading log with analysis of characters in the novel. Students read an exact 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 themes and characters in the novel studied.</p> <p><b>Summative assessment: Reading comprehension (exam)</b></p> <p><b>Imaginative narrative (written)</b></p>	<p><b>Unit 3: Exploring personal experiences through events</b></p> <p>Students explore a literary text that deals with an ethical situation. They make inferences about characters’ feelings and use comprehension strategies to answer questions about the text. They write a persuasive letter that links to the literary text.</p> <p><b>Summative assessment: A persuasive letter - Exploring personal experiences through events (written)</b></p> <p>Monitoring: Reading Comprehension</p> <p><b>Unit 4: Exploring procedure</b></p> <p>Students listen to, read, view and analyse informative and literary texts and create a spoken procedure between two characters.</p> <p><b>Summative assessment: Procedural presentation (oral)</b></p>	<p><b>Unit 5: Examining stories from different perspectives</b></p> <p>Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives.</p> <p><b>No summative assessment</b></p> <p>Monitoring: Comprehending traditional stories</p> <p>Monitoring: Retelling a narrative from a different perspective</p> <p><b>Unit 6: Examining imaginative texts</b></p> <p>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 language features used to suit context, purpose and audience. They create a multimodal imaginative text.</p> <p><b>Summative assessment: Reading comprehension ( short answer questions)</b></p> <p><b>Creating an multimodal text</b></p>	<p><b>Unit 7: Engaging with poetry</b></p> <p>Students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. They write and present a poem.</p> <p><b>Summative assessment: Writing and presenting poetry (oral)</b></p> <p><b>Unit 8: Reading, responding to and writing people’s stories</b></p> <p>Students listen to, read, view, write and create a range of informative and imaginative texts set in the past about people and their experiences. They complete a running record about a famous Australian and write a series of letters demonstrating use of text structure and language features of letters.</p> <p><b>No summative assessment</b></p> <p>Monitoring: Collection of letters</p>



4	<b>Achievement Standard: Year 3</b> <i>Receptive modes (listening, reading and viewing)</i>  By the end of Year 3, students <u>understand</u> how content can be organised using different text structures depending on the purpose of the text. They <u>understand</u> how language features, images and vocabulary choices are used for different effects.  <i>They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide exact information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately using interaction skills. Productive modes (speaking, writing and creating)</i>  Students <u>understand</u> how language features are used to link and <u>sequence</u> ideas. They <u>understand</u> how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and <u>develop</u> , in some detail, experiences, events, information, ideas and characters.  Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They <u>demonstrate</u> understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.		<b>Achievement Standard: Year 4</b> <i>Receptive modes (listening, reading and viewing)</i>  By the end of Year 4, students <u>understand</u> that texts have different text structures depending on purpose and context. They <u>explain</u> how language features, images and vocabulary are used to engage the interest of audiences. They <u>describe</u> literal and implied meaning connecting ideas in different texts  They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and <u>respond</u> to others’ viewpoints. They listen for and share key points in discussions.  Productive modes (speaking, writing and creating)Students use language features to create coherence and add detail to their texts. They <u>understand</u> how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.  Students create structured texts to <u>explain</u> ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They <u>demonstrate</u> understanding of grammar, <u>select</u> vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.		<b>Achievement Standard: Year 5</b> <i>Receptive modes (listening, reading and viewing)</i>  By the end of Year 5, students <u>explain</u> how text structures assist in understanding the text. They <u>understand</u> how language features, images and vocabulary influence interpretations of characters, settings and events.  When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They <u>analyse</u> and <u>explain</u> literal and implied information from a variety of texts. They <u>describe</u> how events, characters and settings in texts are depicted and <u>explain</u> their own responses to them. They listen and ask questions to clarify content.  <i>Productive modes (speaking, writing and creating)</i>  Students use language features to show how ideas can be extended. They <u>develop</u> and <u>explain</u> a point of view about a text, selecting information, ideas and images from a range of resources.  Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they <u>demonstrate</u> understanding of grammar using a variety of sentence types. They <u>select</u> specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.	
	<b>Unit 2: Examining humour in poetry</b> Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing personal viewpoint using evidence from the poem. <b>Summative assessment: Reading comprehension: Interpret and evaluate a humorous poem (Exam)</b>	<b>Unit 3: Examining additional stories from Asia</b> Students read and analyse additional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in additional stories from Asia. For the assessment task, students write a additional story with a moral or message for a younger audience. <b>Summative assessment: Write a traditional story which includes a moral for a younger audience (written)</b> Monitoring: Reading comprehension	<b>Unit 6: Exploring a quest novel</b> Students read and analyse a quest novel. In the first assessment task, students post comments and respond to others’ comments in a discussion board to demonstrate understanding of the quest novel. In the second assessment task, students write a short response explaining how the author represents the main character in an important event in the quest novel. <b>Summative assessment: Written response</b> Monitoring: Online discussion	<b>Unit 7: Examining persuasion in advertisements</b> Students listen to, read and view a range of still and moving image advertisements from different times which target children. These advertisements are predominantly toy advertisements from magazines, television and websites. Students will demonstrate an understanding of the use of language features and techniques, visual elements in composition and audio effects in the advertisements to persuade the target audience. <b>Summative assessment: Listening and viewing comprehension (exam)</b> Monitoring: Panel discussion		
<b>Unit 1: Investigating author’s language in a familiar narrative</b> 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. <b>Summative assessment: Write a new chapter</b> Monitoring: Reading comprehension	<b>Unit 4: Understanding Aboriginal peoples’ and Torres Strait Islander peoples’ stories</b> Students listen to, read and view information and stories from Aboriginal peoples’ and Torres Strait Islander peoples’ histories and cultures. They demonstrate an understanding of the stories by responding in speaking and writing identifying language features, ideas, relationships and messages in the stories. The Holistic Planning and Teaching Framework is used to support the understanding of the stories. In the assessment task, students create an informative multimodal presentation providing information and views on a selected story from Aboriginal peoples’ or Torres Strait Islander peoples’ history and culture. <b>Summative assessment: Informative multimodal presentation</b>	<b>Unit 5: Exploring recounts set in the past</b> Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different peoples’ perspectives. There are two monitoring tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students will present an account of events in the role of a person who was around at the time of January, 1788.  <b>No summative assessment</b> Monitoring: Comprehending historical recounts Monitoring: Spoken presentation <b>This unit complements Year 4 History Unit 1.</b>	<b>Unit 8: Examining persuasion in product packaging</b> Students read and view a range of product packaging. Students demonstrate an understanding of the persuasive language and visual techniques used in breakfast cereal packaging, by responding to the Assessment task — Reading and viewing. In the Monitoring task, students design a breakfast cereal package digitally, write a persuasive text to promote the breakfast cereal and present it to peers <b>Summative assessment: Reading and viewing comprehension (short answer questions)</b>  Monitoring: Design a breakfast cereal package  <b>In Term 4 Run Units 7 and 8 together – do summative assessments in weeks 1-5 (ready for reporting), then complete monitoring assessments in weeks 6-10</b>			

5	<p><b><u>Achievement Standard: Year 4</u></b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of Year 4, students <u>understand</u> that texts have different text structures depending on purpose and context. They <u>explain</u> how language features, images and vocabulary are used to engage the interest of audiences. They <u>describe</u> literal and implied meaning connecting ideas in different texts</p> <p>They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and <u>respond</u> to others’ viewpoints. They listen for and share key points in discussions.</p> <p>Productive modes (speaking, writing and creating)Students use language features to create coherence and add detail to their texts. They <u>understand</u> how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to <u>explain</u> ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They <u>demonstrate</u> understanding of grammar, <u>select</u> vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p>		<p><b><u>Achievement Standard: Year 5</u></b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of Year 5, students <u>explain</u> how text structures assist in understanding the text. They <u>understand</u> how language features, images and vocabulary influence interpretations of characters, settings and events.</p> <p>When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They <u>analyse</u> and <u>explain</u> literal and implied information from a variety of texts. They <u>describe</u> how events, characters and settings in texts are depicted and <u>explain</u> their own responses to them. They listen and ask questions to clarify content.</p> <p>Productive modes (speaking, writing and creating)Students use language features to show how ideas can be extended. They <u>develop</u> and <u>explain</u> a point of view about a text, selecting information, ideas and images from a range of resources.</p> <p>Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they <u>demonstrate</u> understanding of grammar using a variety of sentence types. They <u>select</u> specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.</p>		<p><b><u>Achievement Standard: Year 6</u></b></p> <p><i>Receptive modes (listening, reading and viewing)</i></p> <p>By the end of Year 6, students <u>understand</u> how the use of text structures can achieve particular effects. They <u>analyse</u> and <u>explain</u> how language features, images and vocabulary are used by different authors to <u>represent</u> ideas, characters and events.</p> <p>Students <u>compare</u> and <u>analyse</u> information in different and complex texts, explaining literal and implied meaning. They <u>select</u> and use evidence from a text to <u>explain</u> their response to it. They listen to discussions, clarifying content and challenging others’ ideas.</p> <p><i>Productive modes (speaking, writing and creating)</i></p> <p>Students <u>understand</u> how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They <u>explain</u> how their choices of language features and images are used.</p> <p>Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They <u>demonstrate</u> an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and <u>explain</u> editorial choices based on criteria.</p>	
	<p><b><u>Unit 1: Examining literary texts - fantasy novel</u></b></p> <p>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.</p> <p><b>No summative assessment</b></p> <p>Monitoring: Character analysis</p> <p><b><u>Unit 2: Creating fantasy characters</u></b></p> <p>Students continue to read and interpret a novel from the fantasy genre showing understanding of character development. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.</p> <p><b>Summative assessment:</b></p> <p><b>Written imaginative response (First chapter of a fantasy novel)</b></p> <p><b><u>Run Units 1 and 2 together</u></b></p>	<p><b><u>Unit 3: Examining media texts</u></b></p> <p>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 feature article, including written and visual elements, from a particular viewpoint.</p> <p><b>Summative assessment:</b></p> <p><b>Comprehend a feature article – examining media texts (exam)</b></p> <p><b>Multimodal feature article</b></p> <p><b><u>Unit 4: Examining characters in animated film</u></b></p> <p>Students listen to, read, view and interpret a range of animations including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. They produce an animated story exploring a character’s behaviour when faced with an ethical dilemma.</p> <p><b>Summative assessment: Digital multimodal short story</b></p>	<p><b><u>Unit 5: Appreciating poetry</u></b></p> <p>Students listen to, read and view a range of poetry, songs, anthems and odes from different times, to create a folio of responses analysing authors’ use of language and its impact on the message and ideas of text.</p> <p><b>No summative assessment</b></p> <p>Monitoring: Poetry analysis</p> <p><b><u>Unit 6: Responding to poetry</u></b></p> <p>Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.</p> <p><b>Summative assessment: Digital multimodal narrative</b></p> <p><b><u>Run Units 5 and 6 together</u></b></p>	<p><b><u>Unit 7: Exploring narrative through novels and film</u></b></p> <p>Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel.</p> <p><b>Summative assessment: Written comparison of a novel and a film</b></p> <p><b><u>Unit 8: Reviewing narrative film</u></b></p> <p>Students listen to and view narrative films, and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about the film during a panel discussion.</p> <p><b>No summative assessment</b></p> <p>Monitoring: Film review and Panel discussion</p> <p><b><u>Run Units 7 and 8 together</u></b></p>		

6	<b>Achievement Standard: Year 5</b> <i>Receptive modes (listening, reading and viewing)</i> By the end of Year 5, students <u>explain</u> how text structures assist in understanding the text. They <u>understand</u> how language features, images and vocabulary influence interpretations of characters, settings and events.  When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They <u>analyse</u> and <u>explain</u> literal and implied information from a variety of texts. They <u>describe</u> how events, characters and settings in texts are depicted and <u>explain</u> their own responses to them. They listen and ask questions to clarify content.  Productive modes (speaking, writing and creating). Students use language features to show how ideas can be extended. They <u>develop</u> and <u>explain</u> a point of view about a text, selecting information, ideas and images from a range of resources.  Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they <u>demonstrate</u> understanding of grammar using a variety of sentence types. They <u>select</u> specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.		<b>Achievement Standard: Year 6</b> <i>Receptive modes (listening, reading and viewing)</i> By the end of Year 6, students <u>understand</u> how the use of text structures can achieve particular effects. They <u>analyse</u> and <u>explain</u> how language features, images and vocabulary are used by different authors to <u>represent</u> ideas, characters and events.  Students <u>compare</u> and <u>analyse</u> information in different and complex texts, explaining literal and implied meaning. They <u>select</u> and use evidence from a text to <u>explain</u> their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Productive modes (speaking, writing and creating)Students <u>understand</u> how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They <u>explain</u> how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They <u>demonstrate</u> an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and <u>explain</u> editorial choices based on criteria.		<b>Achievement Standard: Year 7</b> <i>Receptive modes (listening, reading and viewing)</i> By the end of Year 7, students <u>understand</u> how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They <u>demonstrate</u> understanding of how the choice of language features, images and vocabulary affects meaning.  Students <u>explain</u> issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They <u>select</u> specific details from texts to <u>develop</u> their own response, recognising that texts reflect different viewpoints. They listen for and <u>explain</u> different perspectives in texts.  <i>Productive modes (speaking, writing and creating)</i> Students <u>understand</u> how the selection of a variety of language features can influence an audience. They <u>understand</u> how to <u>draw</u> on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.  Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they <u>demonstrate</u> understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.	
	<b>Unit 1: Short stories</b>  Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in 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.  <b>No summative assessment</b>  Monitoring: Reading comprehension: Short stories  <b>Unit 2: Writing a short story</b>  Students read and view short stories, and write a short story about a character who faces a conflict. Students will also reflect on the writing process when making and explaining editorial choices.  <b>Summative assessment:</b>  <b>Short story</b>  <b><u>Run Units 1 and 2 together</u></b>	<b>Unit 3: Examining advertising in the media</b>  Students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect. They demonstrate their understanding of advertising texts’ persuasive features through written responses to comprehension questions, the creation of their own digital multimodal advertisement and an explanation of creative choices.  <b>Summative assessment:</b>  <b>Reading comprehension (exam)</b> <b>Create a multimodal advertisement</b>    <b>Unit 4: Exploring news reports in the media</b>  Students listen to, read and view a variety of news reports from television, radio and internet. Students identify and analyse bias and the effectiveness of language devices that represent ideas and events and influence an audience. They create a written response to a news report.  <b>Summative assessment:</b> <b>Evaluation of a news report (interview transcript)</b>	<b><u>Unit 5: Interpreting literary texts</u></b>  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.  <b>Summative assessment: A letter to the future</b>  Monitoring: Reading comprehension    <b><u>Unit 6: Exploring literary texts by the same author</u></b>  Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They will compare two novels by the same author to identify aspects of author style. Students will prepare a response analysing author style in the novel, and participate in a panel discussion.  <b>Summative assessment: Panel discussion (oral)</b>	<b><u>Unit 7: Comparing texts</u></b>  Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.  <b>Summative assessment: Argue a point of view (written)</b>    <b><u>Unit 8: Transforming a text</u></b>  Students read and compare literary and informative texts such as websites or information books that deal with a sustainability issue. Students transform an informative text into a literary text for younger audiences.  <b>No summative assessment</b>  Monitoring: Transforming a text (written)		



# ENGLISH RESOURCE LIST

Year	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Prep</b>	<b>Unit 1</b> The Magic Hat Mem Fox I went walking Sue Williams Imagine Alison Lester Clancy & Millie and the very fine house Libby Gleeson Hunting for dragons Bruce Whatley Dougal and Bumble and the long walk home Matt Dray Queenie the bantam Bob Graham The jolly postman Allan Ahlberg Metrerkat mail Emily Gravett Russell the sheep Rob Scotton Russell and the lost Treasure Rob Scotton Russell's Christmas magic Rob Scotton The Hairy Maclary series (any books or compilations) Lynley Dodd		<b>Unit 2</b> Evie's mad hair day Shane McG Quincy and Oscar Kerry Millard Tom Tom Rosemary Sullivan and Dee Huxley Biddy's fishing-line Bridget Priman The adventures of Bert Allan Ahlberg Lost and found Oliver Jeffers Bear and Chook Lisa Shanahan Bear and Chook by the sea Lisa Shanahan Watch me grow bear Lisa Magloff Chicken Licken Gavin Bishop		<b>Unit 3</b> Have you seen a Sneep? Tasha Pym Wake up, sleepy bear! Christine Moreton - Shaw and Greg Shaw Baby Bilby, where do you sleep? Narelle Oliver Polar bear, polar bear, what do you hear? Bill Martin Jnr Mr McGee Pamela Allen Brown bear, brown bear, what do you see? Bill Martin Jnr The very itchy bear Nick Bland Noni the pony Alison Lester Bertie and the bear Pamela Allen Kangaroo rock Taleena Simon and Wendy Notley Two peas in a pod Chris McKimmie A fish with a wish Katrina Logan and Tracey Keller But excuse me that is my book Lauren Child		<b>Unit 4</b> I don't believe in dragons Anne Walker My mum Tarzan Lisa Shanahan and Bettina Guthridge Me and my dad Sally Morgan, Ezekiel Kwaymullina and Matt Ottley Tom Tom Rosemary Sullivan and Dee Huxley The red bridge Kylie Dunstan Amy and Louis Libby Gleeson and Freya Blackwood It's a book Lane Smith	
<b>1</b>	Feeling fine Stephanie Owen Reeder Dog loves books Louise Yates My mob going to the beach Sylvia Emmerton and Jaquanna Elliott There's a sea in my bedroom Margaret Wild Pout-pout fish Debra Diesen We're going on a bear hunt Michael Rosen Alexander and the terrible, horrible, no good, very bad day Judith Viorst Koala-Lou Mem Fox Too Loud Lily Sofie Laguna	Blossom possum – The sky is falling down under Gina Newton Mr Gumpy's motorcar John Burningham Rosie's walk Pat Hutchins Handa's surprise Eileen Brown Just Jack Jane Tanner Big rain coming Kaina Gemein	The very blue thingamajig Narelle Oliver Giraffes can't dance Giles Andreae Crunch the crocodile Josephine Croser Rose Meets Mr Wintergarten Bob Graham When Henry caught imaginitis Nick Bland The rainbow fish Marcus Pfister	CR Doodledum dancing Meredith Costain Now we are six A.A Milne Look see, look at me! Leonie Norrington Old Possum's book of practical cats Eliot	The two-hearted numbat Ambelin Kwaymullina Ezekial Kwaymullina Willy the wimp Anthony Browne Willy and Hugh Anthony Browne Willy the champ Anthony Browne Peeking ducks Krista Bell	The two wallabies Belonging to Henry Cook Jakamarra, edited by Christine Nicholls The cocky, the crow and the hawk Belonging to Matingali Napanangka Mudgedell, edited by Christine Nicholls The two bullies Junko Morimoto	Giggle, giggle, quack, Doreen Cronin What shall I make? Nandini Nayar Catching blueys Robyn Langton John Brown, Rose and the Midnight Cat Jenny Wagner and Ron Brooks The lighthouse keeper's lunch Ronda and David Armitage	The pigeon wants a puppy! Mo Willems Don't let the pigeon drive the bus! Mo Willems The pigeon finds a hot dog! Mo Willems Don't let the pigeon stay up late! Mo Willems
<b>2</b>	Doodledum dancing M. Costain and P. Allen Can I cuddle the moon? Kerry Brown	Old pig Margaret Wild Fox Margaret Wild	Fox Margaret Wild and Ron Brooks Emily and the dragon	Wishbones: A folk tale from China Barbara Ker Wilson and Meilo So	George's marvellous medicine Roald Dahl Collecting colour	Make way for ducklings Robert McCloskey Fox and fine feathers Narelle Oliver	Little Cat and the big red bus Jane Godwin Toy boat	Eric (available as separate book) or

	The Puffin book of fantastic first poems June Crebbin Waltzing Matilda A.B Paterson Illustrated by Desmond Digby	Our rooster, Jack Kathryn Dodd-Farrawell Lucy Goosey Margaret Wild	Lyn Lee The paper bag princess Robert N. Munsch Fang Fang's Chinese New Year Sally Rippin The True Story of the 3 little pigs Jon Scieszka		Kylie Dunstan	Home Narelle Oliver	Randall de Sève Piggybook Anthony Browne Spirit of hope Bob Graham	Tales from outer suburbia (note: Eric is a short story from this collection) Shaun Tan Zen shorts Jon J Muth Mirror Jeannie Baker
3	I wanna Iguana Karen Kaufman and G.P. Orloff The ue story of the 3 little pigs Jon Scieszka and Lane Smith Green Eggs and Ham Dr. Seuss	Matty Forever Elizabeth Fensham	Stolen Girl ina Saffioti and Norma MacDonald The Shack that Dad Built Elaine Russell The Peasant Prince Li Cunxin The Peasant Prince (sound recording - CD) Li Cunxin	Fantastic Mr Fox OR Charlotte's Web Roald Dahl E.B. White	The Lorax Dr Seuss	Kumiko and the dragon Briony Stewart	The ABC book of Australian poetry Libby Hathorn (ed)	The Twits Roald Dahl
4	The Twits Roald Dahl			A range of stories from Aboriginal peoples' or Torres Strait Islander peoples' history and culture The Story of Girbar: a story from Saibai Community Liz Thompson Crow and the Waterhole Ambelin Kwaymullina Sam's Bush Journey Sally Morgan, Ezekiel Kwaymullina, Bronwyn Bancroft	Eliza Bird, child convict Kerri Lane	The smallest samurai Fiona French  Rowan of Rin Emily Rodda		
5	Dragon Quest Allan Baillie The Forests of Silence Emily Rodda	The Forests of Silence Emily Rodda		DVD: How to ain your dragon 2010 DreamWorks animation			Storm Boy Colin Thiele Storm Boy (DVD) The South Australian Film Corporation The Lorax Dr Seuss	Finding Nemo ( DVD) Disney Pixar The Polar Express (DVD) Warner Brothers
6	Give Peas a Chance and other funny stories Morris Gleitzmann	Dancing with Ben Hall and other yarns Jackie French			My place Nadia Wheatley and Donna Rawlins	Don't pat the wombat! Elizabeth Honey Stella Seet and everything that happened Elizabeth Honey	Moon Bear Rescue Kim Dale	
Any composite classes that are formed will have a schedule of resources completed by Term 1, Week 3								



		Term 1	Term 2	Term 3	Term 4
Mathematics – P to 6 (Version 5)	p	<p><b>Achievement Standard: Year Prep</b></p> <p>By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They <a href="#">compare</a> objects using mass, length and capacity. Students connect events and the days of the week. They <a href="#">explain</a> the order and duration of events. They use appropriate language to <a href="#">describe</a> location.</p> <p>Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.</p>		<p><b>Achievement Standard: Year 1</b></p> <p>By the end of Year 1, students <a href="#">describe</a> number sequences resulting from skip counting by 2s, 5s and 10s. They <a href="#">identify</a> representations of one half. They <a href="#">recognise</a> Australian coins according to their value. Students <a href="#">explain</a> time durations. They <a href="#">describe</a> two-dimensional shapes and three-dimensional objects. Students <a href="#">describe</a> data displays.</p> <p>Students count to and from 100 and <a href="#">locate</a> numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students <a href="#">classify</a> outcomes of simple familiar events. They collect data by asking questions, <a href="#">draw</a> simple data displays and make simple inferences.</p>	
		<p><b>Unit 1:</b></p> <p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate sand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, represent quantities, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using ‘more’, ‘less’, ‘same’, identify numbers before, after and next in a sequence, order quantities and numerals,</li> </ul> <p>Location and direction — use positional language to describe location, identify positional opposites, representing locations with models and images.</p> <p>Monitoring tasks:</p> <p>Life in prep (language of time),</p> <p>Number watch (count to and from 20),</p> <p>How can you build a cubby house just the right size for Teddy?</p> <p>Represent a number between one and ten</p> <p><b>Summative assessment:</b></p> <p><b>Bag sort (interview)</b></p>	<p><b>Unit 2:</b></p> <p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate sand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison , describe the duration of events, compare and order durations</li> <li>Shape — compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes</li> <li>Number and place value — recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts</li> <li>Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations</li> <li>Location and transformation — identify and describe pathways, give and follow movement directions, represent movement paths, describe locations</li> <li>Data representation and interpretation — generate yes/no questions, identify and interpret data collected.</li> <li>Patterns and algebra — copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number</li> </ul> <p>Monitoring tasks:</p> <p>Super me (length)</p> <p>Exploring location “Where could lizard go?”(Mathematical guided inquiry)</p> <p><b>Summative assessments:</b></p> <p><b>Sorting Shapes</b></p> <p><b>On my plate</b></p>	<p><b>Unit 3:</b></p> <p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate sand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities</li> <li>Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions</li> </ul> <p>Monitoring tasks:</p> <p>Exploring equivalence</p> <p>Shopping bags (mass)</p> <p><b>Summative assessment:</b></p> <p><b>Answering questions (data) (Work sample/Observation)</b></p> <p><b>Duration and weekly events (Work sample/Interview)</b></p>	<p><b>Unit 4:</b></p> <p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate sand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making</li> <li>equal groups, describing the joining process</li> <li>Using units of measurement — directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects</li> <li>Location and transformation — describe position, describe direction</li> <li>Shape —describe, name and compare shapes</li> </ul> <p>Monitoring:</p> <p>Exploring student size</p> <p>Location and transformation (Mathematical guided inquiry)</p> <p><b>Summative assessment:</b></p> <p><b>Numerals (Work sample/Peer review)</b></p>

1	<p><b>Achievement Standard: Year Prep</b></p> <p>By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They <u>compare</u> objects using mass, length and capacity. Students connect events and the days of the week. They <u>explain</u> the order and duration of events. They use appropriate language to <u>describe</u> location.</p> <p>Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.</p>	<p><b>Achievement Standard: Year 1</b></p> <p>By the end of Year 1, students <u>describe</u> number sequences resulting from skip counting by 2s, 5s and 10s. They <u>identify</u> representations of one half. They <u>recognise</u> Australian coins according to their value. Students <u>explain</u> time durations. They <u>describe</u> two-dimensional shapes and three-dimensional objects. Students <u>describe</u> data displays.</p> <p>Students count to and from 100 and <u>locate</u> numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students <u>classify</u> outcomes of simple familiar events. They collect data by asking questions, <u>draw</u> simple data displays and make simple inferences.</p>	<p><b>Achievement Standard: Year 2</b></p> <p>By the end of Year 2, students <u>recognise</u> increasing and decreasing number sequences involving 2s, 3s and 5s. They <u>represent</u> multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students <u>identify</u> the missing element in a number <u>sequence</u>. Students <u>recognise</u> the features of three-dimensional objects. They <u>interpret</u> simple maps of familiar locations. They <u>explain</u> the effects of one-step transformations. Students make sense of collected information.</p> <p>Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to <u>identify</u> the date and the months included in seasons. They <u>draw</u> two-dimensional shapes. They <u>describe</u> outcomes for everyday events. Students collect, <u>organise</u> and <u>represent</u> data to make simple inferences.</p>
	<p><b>Unit 1:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>• Number and place value — count numbers, describe growing patterns, investigate the twos number sequence, represent 2-digit numbers, investigate parts and whole of quantities, show standard partitioning of ‘teen’ numbers, investigate subtraction, represent and solve simple addition and subtraction problems</li><li>• Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.</li></ul> <p>Monitoring tasks: Spill and count, longer and shorter</p> <p><b>Summative assessment: Pool Problems (short answer)</b></p> <p><b>Unit 2:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>• Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data</li><li>• Chance — describe the outcomes of familiar events</li><li>• Number and place value — 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, flexibly partition ‘teen’ numbers, describe ‘teen’ numbers referring to the ten and ones, represent and record simple addition and subtraction problems, use counting to solve addition and subtraction problems, use ten to solve simple addition and subtraction problems, explore commutativity.</li></ul> <p>Monitoring task:</p> <p>Data and money mathematical guided inquiries (Observation)</p> <p><b>Summative assessments:</b></p> <p><b>Will it? Won’t it? Might it? (Written/Interview)</b></p> <p><b>My favourite ‘teen’ number (observation)</b></p>	<p><b>Unit 3:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>• Patterns and algebra — investigate &amp; describe repeating &amp; growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent &amp; record counting sequences, describing number patterns</li><li>• Number and place value — represent &amp; record the tens number sequence, investigate quantities &amp; equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, connect addition &amp; subtraction, represent, record &amp; solve simple addition problems</li><li>• Using units of measurement — describe the duration of an hour, explore &amp; tell time to the hour.</li><li>• Location and transformation — explore &amp; describe location, investigate &amp; describe position, direction &amp; movement, interpret directions.</li></ul> <p>Monitoring tasks: Ten trains count</p> <p><b>Summative assessment: Secret object (observation)</b></p> <p><b>Unit 4:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>• Shape — Investigate the features three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects</li><li>• Number and place value — Identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, represent and record counting sequences, represent multiples of ten, compare and order numbers, partition two-digit numbers</li><li>• Fractions and decimals — investigate wholes and halves, partition to make equal parts</li><li>• Money and financial mathematics — explore features of Australian coins.</li></ul> <p>Monitoring Task:</p> <p>Data and Money mathematical guided inquiries (Observation)</p> <p><b>Summative assessments: Shape shakers (Interview),</b></p>	<p><b>Unit 5:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>• Number and place value — represent and record two-digit numbers, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, record and solve simple addition and subtraction problems</li><li>• Fractions and decimals — identify one half</li><li>• Patterns and algebra — recall the ones, twos and tens counting sequences, explore number patterns, represent the fives number sequence</li><li>• Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity.</li><li>• Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects</li></ul> <p><b>Summative assessments:</b></p> <p><b>Measure to order(interview)</b></p> <p><b>Panty puzzle (interview)</b></p> <p><b>Unit 6:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>• Using units of measurement - describe durations in time, tell time to the half hour</li><li>• Number and place value - recall, represent and record the ones, twos, fives &amp; tens number sequence, identify number patterns, count collections, represent &amp; record two-digit numbers, standard place value partitioning of two-digit numbers, identifying digit values, exploring doubling &amp; halving, positioning &amp; locating numbers on linear representations, representing, recording &amp; solving simple subtraction problems</li><li>• Money and financial mathematics - recognise, describe, &amp; order Australian coins according to their value</li><li>• Location and transformation - give &amp; follow directions, investigate position, direction and movement.</li></ul> <p>Monitoring Task:</p> <p>Location and number mathematical guided inquiries (Portfolio)</p> <p><b>Summative assessments:</b></p> <p><b>On time (interview)</b></p> <p><b>A handful of beads (interview)</b></p>



2	<p><b>Achievement Standard: Year 1</b></p> <p>By the end of Year 1, students <u>describe</u> number sequences resulting from skip counting by 2s, 5s and 10s. They <u>identify</u> representations of one half. They <u>recognise</u> Australian coins according to their value. Students <u>explain</u> time durations. They <u>describe</u> two-dimensional shapes and three-dimensional objects. Students <u>describe</u> data displays.</p> <p>Students count to and from 100 and <u>locate</u> numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students <u>classify</u> outcomes of simple familiar events. They collect data by asking questions, <u>draw</u> simple data displays and make simple inferences.</p>	<p><b>Achievement Standard: Year 2</b></p> <p>By the end of Year 2, students <u>recognise</u> increasing and decreasing number sequences involving 2s, 3s and 5s. They <u>represent</u> multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students <u>identify</u> the missing element in a number <u>sequence</u>. Students <u>recognise</u> the features of three-dimensional objects. They <u>interpret</u> simple maps of familiar locations. They <u>explain</u> the effects of one-step transformations. Students make sense of collected information.</p> <p>Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to <u>identify</u> the date and the months included in seasons. They <u>draw</u> two-dimensional shapes. They <u>describe</u> outcomes for everyday events. Students collect, <u>organise</u> and <u>represent</u> data to make simple inferences.</p>	<p><b>Achievement Standard: Year 3</b></p> <p>By the end of Year 3, students <u>recognise</u> the connection between addition and subtraction and <u>solve</u> problems using efficient strategies for multiplication. They model and <u>represent</u> unit fractions. They <u>represent</u> money values in various ways. Students <u>identify</u> symmetry in the environment. They match positions on maps with given information. Students <u>recognise</u> angles in real situations. They <u>interpret</u> and <u>compare</u> data displays.</p> <p>Students count to and from 10 000. They <u>classify</u> numbers as either odd or even. They <u>recall</u> addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and <u>list</u> possible outcomes. They conduct simple data investigations for categorical variables.</p>
	<p><b>Unit 1:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>Using units of measurement — order days of the week and months of the year, use calendars to record &amp; plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure &amp; compare lengths using non-standard units</li><li>Number and place value — count collections in groups of ten, represent two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives &amp; tens counting sequence, investigate twos, fives &amp; tens number sequences, representing addition &amp; subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts</li></ul> <p>Monitoring task: Counting capers</p> <p><b>Summative Assessment:</b></p> <p><b>Adding and subtracting numbers</b></p> <p><b>Unit 2:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>Number and place value — represent 2-digit numbers, partition 2-digit numbers, round numbers to the nearest ten, add sings of single-digit numbers, add 2-digit numbers, solve simple addition and subtraction problems, represent multiplication and division, solve simple multiplication and division problems</li><li>Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations</li><li>Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.</li></ul> <p>Monitoring Task:</p> <p>Chance and location mathematical guided inquiry (written)</p> <p><b>Summative assessments:</b></p> <p><b>Describing, representing and using additive concepts (Short answer questions)</b></p> <p><b>In the Toy Shop Window (short answer questions)</b></p>	<p><b>Unit 3:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>Shape — recognise &amp; name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes &amp; describe the features of familiar 3D objects.</li><li>Number and place value — represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations</li><li>Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, &amp; solve simple number pattern problems</li><li>Fractions and decimals — represent halves &amp; quarters of shapes, represent halves &amp; quarters of collections, represent eighths of shapes &amp; collections, describe the connection between halves, quarters &amp; eighths, &amp; solve simple number problems involving halves, quarters &amp; eighths</li><li>Using units of measurement — use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour.</li></ul> <p><b>Summative Assessments:</b></p> <p><b>Identifying and continuing additive number patterns (Short answer questions)</b></p> <p><b>Time (short answer questions)</b></p> <p><b>Unit 4:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>Number and place value — recall addition number facts, identify related subtraction number facts, describe part-part-whole relationships, solve addition &amp; subtraction problems, add and subtract 2-digit numbers, represent multiplication, represent division, solve simple grouping &amp; sharing problems</li><li>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</li><li>Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins &amp; notes</li><li>Using units of measurement — cover surfaces to represent area, compare area of shapes &amp; surfaces, measure area with informal units.</li></ul> <p>Monitoring Task:</p> <p>Chance and location mathematical guided inquiries (Written)</p> <p><b>Summative assessments: Money and additive concepts (Short answer questions)</b></p>	<p><b>Unit 5:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>Number and place value — Investigating numbers beyond 100, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction facts, add and subtract with two-digit numbers</li><li>Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems</li><li>Using units of measurement — compare and order objects, and measure length, area and capacity using informal units</li><li>Location and transformation — describe the effect of single-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations.</li></ul> <p><b>Summative assessments:</b></p> <p><b>Dividing into equal groups (Short answer questions)</b></p> <p><b>Compare them! Order them! (Short answer questions)</b></p> <p><b>Unit 6:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>Number and place value — count to &amp; from 1000, represent 3-digit numbers, compare &amp; order 3-digit numbers, partition 3-digit numbers, read &amp; write 3-digit numbers, represent multiplication and division, use multiplication to solve problems, count large collections, recall addition number facts, identify related addition &amp; subtraction number facts, add &amp; subtract with 2-digit numbers</li><li>Money and financial mathematics — count collections of coins &amp; notes, make money amounts, read &amp; write money amounts, compare money amounts</li><li>Using units of measurement — identify purposes for calendars, explore seasons &amp; calendars</li></ul> <p>Monitoring Task:</p> <p>Number and location mathematical guided inquiries (Written)</p> <p><b>Summative assessments:</b></p> <p><b>Counting and multiplication(Short answer questions)</b></p> <p><b>Seasons and Calendars (Short answer questions)</b></p>

3	<p><b>Achievement Standard: Year 2</b></p> <p>By the end of Year 2, students <u>recognise</u> increasing and decreasing number sequences involving 2s, 3s and 5s. They <u>represent</u> multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students <u>identify</u> the missing element in a number <u>sequence</u>. Students <u>recognise</u> the features of three-dimensional objects. They <u>interpret</u> simple maps of familiar locations. They <u>explain</u> the effects of one-step transformations. Students make sense of collected information.</p> <p>Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to <u>identify</u> the date and the months included in seasons. They <u>draw</u> two-dimensional shapes. They <u>describe</u> outcomes for everyday events. Students collect, <u>organise</u> and <u>represent</u> data to make simple inferences.</p>	<p><b>Achievement Standard: Year 3</b></p> <p>By the end of Year 3, students <u>recognise</u> the connection between addition and subtraction and <u>solve</u> problems using efficient strategies for multiplication. They model and <u>represent</u> unit fractions. They <u>represent</u> money values in various ways. Students <u>identify</u> symmetry in the environment. They match positions on maps with given information. Students <u>recognise</u> angles in real situations. They <u>interpret</u> and <u>compare</u> data displays.</p> <p>Students count to and from 10 000. They <u>classify</u> numbers as either odd or even. They <u>recall</u> addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and <u>list</u> possible outcomes. They conduct simple data investigations for categorical variables.</p>	<p><b>Achievement Standard: Year 4</b></p> <p>By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They <u>recognise</u> common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students <u>solve</u> simple purchasing problems. They <u>identify</u> and <u>explain</u> strategies for finding unknown quantities in number sentences. They <u>describe</u> number patterns resulting from multiplication. Students <u>compare</u> areas of regular and irregular shapes using informal units. They <u>solve</u> problems involving time duration. They <u>interpret</u> information contained in maps. Students <u>identify</u> dependent and independent events. They <u>describe</u> different methods for data collection and representation, and <u>evaluate</u> their effectiveness.</p> <p>Students use the properties of odd and even numbers. They <u>recall</u> multiplication facts to 10 x 10 and related division facts. Students <u>locate</u> familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to <u>measure</u> temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They <u>classify</u> angles in relation to a right angle. Students <u>list</u> the probabilities of everyday events. They <u>construct</u> data displays from given or collected data.</p>
	<p><b>Unit 1:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>Using units of measurement — interpret and use a calendar, tell time to 5 minute intervals, measure length with non-standard units, identify one metre as a standard metric unit, represent a metre, measure with metres</li><li>Number and place value — count to 1 000, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), match number representations, recall addition facts, add 2-digit numbers, represent and solve addition problems.</li></ul> <p><b>Summative assessment:</b></p> <p><b>Counting and comparing numbers</b> (<i>Short answer questions</i>)</p> <p><b>Unit 2:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>represent Number and place value — add two-digit &amp; single digit numbers, add and subtract two-digit &amp; three-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts, recall addition number facts &amp; related subtraction facts</li><li>Data representation and interpretation — collect simple data, record data in lists &amp; tables, display data in a column graph, interpret &amp; describe outcomes of data investigations</li><li>Chance — identify everyday events that involve chance, conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments</li><li>Using units of measurement — select units to measure &amp; compare lengths, identify the need for standard units, represent one metre, measure in metres.</li></ul> <p>Monitoring Task:</p> <p>Measurement and location mathematical guided inquiry</p> <p><b>Summative assessments:</b></p> <p><b>Solving addition and subtraction problems</b> (<i>Short answer questions</i>)</p> <p><b>Conduct a chance experiment</b> (<i>Short answer questions</i>)</p>	<p><b>Unit 3:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>Shape — identify &amp; describe the features of familiar 3D objects, make models of 3D objects</li><li>Number and place value — represent, compare, order &amp; partition 3-digit numbers, use place value to add &amp; subtract numbers, recall addition number facts, add &amp; subtract 3-digit numbers, add &amp; subtract numbers eight &amp; nine, solve addition &amp; subtraction word problems</li><li>Patterns and algebra — infer pattern rules from familiar number patterns, identify &amp; continue additive number patterns, identify missing elements in number patterns</li><li>Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters &amp; eighths of shapes &amp; collections, represent thirds of shapes &amp; collections.</li></ul> <p>Monitoring task: Number patterns</p> <p><b>NAPLAN</b></p> <p><b>Unit 4:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>Number and place value — represent, order, and partition 3-digit numbers, investigate 1000, count to &amp; beyond 1000, recall multiplication facts, double &amp; halve multiples of ten</li><li>Location and transformation — represent positions on a simple grid map, show full, half &amp; quarter turns on a grid map, describe positions in relation to key features, represent movement &amp; pathways on a simple grid map</li><li>Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations</li><li>Money and financial mathematics — count collections of coins &amp; notes, make &amp; match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.</li></ul> <p>Monitoring Task:</p> <p>Measurement and location mathematical guided inquiry (<i>Written</i>)</p> <p><b>Summative assessments:</b></p> <p><b>Adding, subtracting and partitioning numbers</b> (<i>Short answer questions</i>)</p>	<p><b>Unit 5:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>Number and place value — count in sequences beyond 1000, represent and partition 4-digit numbers, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication situations, recall multiplication number facts, identify related division number facts</li><li>Money and financial mathematics — represent money amounts in different ways, count collections of coins and notes, choose appropriate coins and notes for shopping situations, calculate change and simple totals</li><li>Fractions and decimals — represent unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths</li><li>Location and transformation — identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non- symmetrical</li></ul> <p><b>Summative assessments:</b></p> <p><b>Money</b> (<i>eAssessment</i>)</p> <p><b>Multiplication Fair</b> <i>Assignment/Project</i></p> <p><b>Unit 6:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>Using units of measurement — measure using metres, compare, order and measure the mass of objects, measure the mass of familiar objects using kilograms, say, read, write and show times (to 5 minute intervals), tell time to the minute</li><li>Patterns and algebra — identify and describe number patterns involving 3-digit numbers, identify and continue patterns resulting from addition and subtraction</li><li>Number and place value — recall addition and subtraction number facts, add and subtract with multiples of 10 and 100, add and subtract two-digit and three-digit numbers, add two-digit numbers using a written strategy</li></ul> <p>Monitoring Task:</p> <p>Measurement and money mathematical guided inquiry (<i>Written</i>)</p> <p><b>Summative assessments:</b></p> <p><b>Measurement units</b> (<i>Short answer questions</i>)</p> <p><b>Patterns and problem solving</b> (<i>Short answer questions</i>)</p> <p><b>Telling Time</b> (<i>Short answer questions</i>)</p>



4	<p><b>Achievement Standard: Year 3</b></p> <p>By the end of Year 3, students <u>recognise</u> the connection between addition and subtraction and <u>solve</u> problems using efficient strategies for multiplication. They model and <u>represent</u> unit fractions. They <u>represent</u> money values in various ways. Students <u>identify</u> symmetry in the environment. They match positions on maps with given information. Students <u>recognise</u> angles in real situations. They <u>interpret</u> and <u>compare</u> data displays.</p> <p>Students count to and from 10 000. They <u>classify</u> numbers as either odd or even. They <u>recall</u> addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and <u>list</u> possible outcomes. They conduct simple data investigations for categorical variables.</p>	<p><b>Achievement Standard: Year 4</b></p> <p>By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They <u>recognise</u> common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students <u>solve</u> simple purchasing problems. They <u>identify</u> and <u>explain</u> strategies for finding unknown quantities in number sentences. They <u>describe</u> number patterns resulting from multiplication. Students <u>compare</u> areas of regular and irregular shapes using informal units. They <u>solve</u> problems involving time duration. They <u>interpret</u> information contained in maps. Students <u>identify</u> dependent and independent events. They <u>describe</u> different methods for data collection and representation, and <u>evaluate</u> their effectiveness.</p> <p>Students use the properties of odd and even numbers. They <u>recall</u> multiplication facts to 10 x 10 and related division facts. Students <u>locate</u> familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to <u>measure</u> temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They <u>classify</u> angles in relation to a right angle. Students <u>list</u> the probabilities of everyday events. They <u>construct</u> data displays from given or collected data.</p>	<p><b>Achievement Standard: Year 5</b></p> <p>By the end of Year 5, students <u>solve</u> simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students <u>identify</u> and <u>describe</u> factors and multiples. They <u>identify</u> and <u>explain</u> strategies for finding unknown quantities in number sentences involving the four operations. They <u>explain</u> plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They <u>describe</u> transformations of two-dimensional shapes and <u>identify</u> line and rotational symmetry. Students <u>interpret</u> different data sets.</p> <p>Students order decimals and unit fractions and <u>locate</u> them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and <u>calculate</u> perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to <u>locate</u> landmarks. They <u>measure</u> and <u>construct</u> different angles. Students <u>list</u> outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students <u>pose</u> questions to gather data, and <u>construct</u> data displays appropriate for the data.</p>
	<p><b>Unit 1:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>● Number and place value — make connections between representations of numbers, partition and combining numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, comparing large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks</li><li>● Fractions and decimals — communicate sequences of simple fractions</li><li>● Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths</li></ul> <p>Monitoring task: Place value, fractions and operations</p> <p><b>Unit 2:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>● Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, compare large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks</li><li>● Patterns and algebra — use properties of numbers to continue patterns</li><li>● Chance — compare dependent and independent events, describe probabilities of everyday events</li><li>● Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays</li></ul> <p>Monitoring Task: Number and location mathematical guided inquiry (<i>Written</i>)</p> <p><b>Summative assessments:</b> <b>Abundant numbers</b> (<i>Short answer questions</i>) <b>What are the chances?</b> (<i>Short answer questions</i>)</p>	<p><b>Unit 3:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>● Number and place value — recognise, read &amp; represent 5-digit numbers, identify &amp; describe place value in 5-digit numbers, partition numbers (standard &amp; non-standard), make connections between representations of 5-digit numbers, compare &amp; order 5-digit numbers, identify odd &amp; even numbers, make generalisations about the properties of odd and even numbers, make generalisations about the 4 operations and odd &amp; even numbers, extend fluency &amp; recall of 3s, 6s, 9s facts, solve multiplication &amp; division problems, revise informal recording methods &amp; strategies used for calculations, apply mental &amp; written strategies to computation.</li><li>● Fractions and decimals — develop understanding of proportion &amp; relationships between fractions in the halves family &amp; thirds family, count &amp; represent fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts.</li><li>● Shape — explore properties of 2D shapes including polygons &amp; quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons &amp; combined shapes using tangrams.</li></ul> <p><b>Summative assessment: Why is it Odd?</b> (<i>Short answer questions</i>)</p> <p><b>Unit 4:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>● Location and transformation – investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction &amp; movement, find locations using turns &amp; everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps &amp; plans, explore mapping conventions, plan &amp; plot routes on maps, explore appropriate units of measurement &amp; calculate distances using scales.</li><li>● Geometric reasoning – identify angles, construct &amp; label right angles, identify &amp; construct angles not equal to a right angle, mark angles not equal to a right angle.</li><li>● Number and place value – consolidate place value understanding of 5-digit numbers, compare &amp; order 5-digit numbers, revise addition &amp; subtraction concepts, solve addition &amp; subtraction problems, consolidate multiplication problems, use appropriate strategies to solve problems, Money and financial mathematics – read &amp; represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases &amp; the calculation of change, explore Asian currency &amp; calculate foreign currencies.</li></ul> <p>Monitoring task: Understanding Number and Place Value Number and location mathematical inquiry (<i>Written</i>)</p> <p><b>Summative assessments: Gnome land</b> (<i>Short answer questions</i>)</p>	<p><b>Unit 5:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>● Money and financial mathematics - represent, calculate and round amounts of money required for purchases and change.</li><li>● Number and place value - model and interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families.</li><li>● 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.</li><li>● Location and transformation - investigate different types of symmetry, analyse and create symmetrical designs.</li></ul> <p>Monitoring task: Sizzling Symmetry</p> <p><b>Summative assessment: Fraction fit</b> (<i>Short answer questions</i>)</p> <p><b>Unit 6:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>● 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</li><li>● Shape - compare the areas of regular and irregular shapes using informal units of area measurement</li><li>● Fractions and decimals – model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals</li><li>● Number and place value - apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations</li><li>● Patterns and algebra - use equivalent addition and subtraction number sentences to find unknown quantities.</li></ul> <p>Monitoring Task: Measurement mathematical guided inquiries <i>Written</i></p> <p><b>Summative assessments:</b> <b>Measure it up</b> (<i>Short answer questions</i>)</p>



5	<p><b>Achievement Standard: Year 4</b></p> <p>By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They <u>recognise</u> common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students <u>solve</u> simple purchasing problems. They <u>identify</u> and <u>explain</u> strategies for finding unknown quantities in number sentences. They <u>describe</u> number patterns resulting from multiplication. Students <u>compare</u> areas of regular and irregular shapes using informal units. They <u>solve</u> problems involving time duration. They <u>interpret</u> information contained in maps. Students <u>identify</u> dependent and independent events. They <u>describe</u> different methods for data collection and representation, and <u>evaluate</u> their effectiveness.</p> <p>Students use the properties of odd and even numbers. They <u>recall</u> multiplication facts to 10 x 10 and related division facts. Students <u>locate</u> familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to <u>measure</u> temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They <u>classify</u> angles in relation to a right angle. Students <u>list</u> the probabilities of everyday events. They <u>construct</u> data displays from given or collected data.</p>	<p><b>Achievement Standard: Year 5</b></p> <p>By the end of Year 5, students <u>solve</u> simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students <u>identify</u> and <u>describe</u> factors and multiples. They <u>identify</u> and <u>explain</u> strategies for finding unknown quantities in number sentences involving the four operations. They <u>explain</u> plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They <u>describe</u> transformations of two-dimensional shapes and <u>identify</u> line and rotational symmetry. Students <u>interpret</u> different data sets. Students order decimals and unit fractions and <u>locate</u> them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and <u>calculate</u> perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to <u>locate</u> landmarks. They <u>measure</u> and <u>construct</u> different angles. Students <u>list</u> outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students <u>pose</u> questions to gather data, and <u>construct</u> data displays appropriate for the data.</p>	<p><b>Achievement Standard: Year 6</b></p> <p>By the end of Year 6, students <u>recognise</u> the properties of prime, composite, square and triangular numbers. They <u>describe</u> the use of integers in everyday contexts. They <u>solve</u> problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They <u>solve</u> problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They <u>describe</u> rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They <u>solve</u> problems involving length and area. They <u>interpret</u> timetables. Students <u>describe</u> combinations of transformations. They <u>solve</u> problems using the properties of angles. Students <u>compare</u> observed and expected frequencies. They <u>interpret</u> and <u>compare</u> a variety of data displays including those displays for two categorical variables. They <u>interpret</u> secondary data displayed in the media.</p> <p>Students <u>locate</u> fractions and integers on a number line. They <u>calculate</u> a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students <u>calculate</u> common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students <u>locate</u> an ordered pair in any one of the four quadrants on the Cartesian plane. They <u>construct</u> simple prisms and pyramids. Students <u>describe</u> probabilities using simple fractions, decimals and percentages.</p>	
	<p><b>Unit 1:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>●Number and place value — make connections between factors &amp; multiples, identify numbers that have 2, 3, 5 or 10 as factors, using rounding &amp; estimating of whole numbers, represent multiplication using the split &amp; compensate strategy, choose appropriate procedures to represent the split &amp; compensate strategy of multiplication, using a written strategy for addition &amp; subtraction</li><li>●Fractions and decimals — use models to represent fractions, count on &amp; count back using unit fractions, identify &amp; compare unit fractions using a range of representations &amp; solve problems using unit fractions.</li><li>●Data representation and interpretation — build an understanding of data, develop the skill of defining numerical &amp; categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.</li></ul> <p><b>Summative assessment:</b></p> <p><b>Digging into data</b> <i>Short answer questions</i></p> <p><b>Unit 2:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>●Chance — identify and describe possible outcomes, describe equally likely outcomes and representing probabilities of outcomes using fractions, conduct a chance experiment</li><li>●Number and place value — round and estimating to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems use mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems</li><li>●Fractions and decimals — compare and ordering unit fractions, explore hundredths, represent fractions on number lines, add and subtract fractions with the same denominator</li><li>●Using units of measurement — investigate time concepts, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles</li></ul> <p>Monitoring Tasks: Accent on area, Perfecting perimeter, Ticking away with time , Chance and data Mathematical guided inquiry <i>(Written)</i></p> <p><b>Summative assessments:</b></p> <p><b>Multiplicative reasoning and fractions</b> <i>(short answer questions)</i></p>	<p><b>Unit 3:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>●Number and place value — round and estimate to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples</li><li>●Fractions and decimals — make connections between fractional numbers and the place value system, and represent, compare and order decimals</li><li>●Location and transformation — investigate and create reflection, translation and rotation symmetry, transform shapes through enlargement and describe the feature of transformed shapes</li><li>●Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects.</li></ul> <p>Monitoring tasks: Delivering decimals, Mastering multiples and factors, Sailing through symmetry, Shaping up</p> <p><b>NAPLAN</b></p> <p><b>Unit 4:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>●Geometric reasoning – identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles</li><li>●Location and transformation and Shape – describe and create transformations using symmetry, represent 3D objects with 2D representations</li><li>●Number and place value – multiply and divide using a range of strategies, apply estimation and rounding to estimate answers and check answers, apply mental computation to multiply and divide, solve multiplication and division problems with no remainders</li><li>●Patterns and algebra – create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities</li><li>●Data representation and interpretation – explore methods of data representations to construct and interpret data displays, reason involving data.</li></ul> <p>Monitoring Task:</p> <p>Chance and data mathematical guided inquiries <i>(Written)</i></p> <p><b>Summative assessments:</b></p> <p><b>Generation geometry</b> <i>(Short answer questions)</i></p>	<p><b>Unit 5:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>●Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.</li><li>●Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes.</li><li>●Number and place value — round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems.</li></ul> <p>Monitoring tasks: Look at location, Stuart’s simple savings plan</p> <p><b>Summative assessment: George and Janelle’s “Eggs-cellent” Idea</b> <i>(Short answer questions)</i></p> <p><b>Unit 6:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>●Using units of measurement — chooses appropriate units for length, area, capacity &amp; mass, measures length, area, capacity &amp; mass, finds perimeter, problem solves &amp; reasons when applying measurement to answer a question</li><li>●Fractions and decimals — makes connections between fractions &amp; decimals, compares &amp; orders decimals</li><li>●Patterns and algebra — creates, continues &amp; identifies the rule for patterns involving the addition &amp; subtraction of fractions, use number sentences to find unknown quantities involving multiplication &amp; division</li><li>●Number and place value — adds &amp; subtracts using mental &amp; written strategies including the right-to-left strategy, multiplies whole numbers &amp; divides by a one-digit whole number with &amp; without remainders</li></ul> <p>Monitoring tasks: Reactions to fractions, Measurement and location Mathematical guided inquiry <i>(Written)</i></p> <p><b>Summative assessments:</b></p> <p><b>Year 5’s Great garden</b> <i>(Short answer questions)</i></p> <p><b>Perfecting patterns</b> <i>(Short answer questions)</i></p>	<p><b>Unit 7:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>●Chance — order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments</li><li>●Data representation and interpretation — investigate an issue (design data collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion)</li><li>●Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time</li><li>●Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples</li></ul> <p><b>Summative assessments:</b></p> <p><b>What is the chance of that?</b> <i>(Short answer questions)</i></p> <p><b>Fantastic factors and magnificent multiples</b> <i>(Short answer questions)</i></p> <p><b>12 and 24 hour time</b> <i>(Short answer questions)</i></p> <p><b>Unit 8:</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"><li>●Money and financial decisions — create simple budgets, calculate with money, identify the GST component of invoices &amp; receipts, make financial decisions</li><li>●Geometric reasoning — estimate &amp; measure angles, construct angles using a protractor</li><li>●Location and transformation — explore maps &amp; grids, use a grid to describe locations, describe positions using landmarks &amp; directional language</li><li>●Fractions and decimals — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order &amp; represent decimals, locate decimals on a number line, extend the number system to thousandths &amp; beyond</li></ul> <p>Number and algebra — apply computation skills, use estimation &amp; rounding to check reasonableness, solve problems involving addition subtraction multiplication &amp; division, use efficient mental &amp; written strategies to solve problems.</p> <p>Monitoring Task:</p> <p>Measurement and location mathematical guided inquiry <i>(Written)</i></p>

6	<p><b>Achievement Standard: Year 5</b></p> <p>By the end of Year 5, students <u>solve</u> simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students <u>identify</u> and <u>describe</u> factors and multiples. They <u>identify</u> and <u>explain</u> strategies for finding unknown quantities in number sentences involving the four operations. They <u>explain</u> plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They <u>describe</u> transformations of two-dimensional shapes and <u>identify</u> line and rotational symmetry. Students <u>interpret</u> different data sets. Students order decimals and unit fractions and <u>locate</u> them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and <u>calculate</u> perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to <u>locate</u> landmarks. They <u>measure</u> and <u>construct</u> different angles. Students <u>list</u> outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students <u>pose</u> questions to gather data, and <u>construct</u> data displays appropriate for the data.</p>	<p><b>Achievement Standard: Year 6</b></p> <p>By the end of Year 6, students <u>recognise</u> the properties of prime, composite, square and triangular numbers. They <u>describe</u> the use of integers in everyday contexts. They <u>solve</u> problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They <u>solve</u> problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They <u>describe</u> rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They <u>solve</u> problems involving length and area. They <u>interpret</u> timetables. Students <u>describe</u> combinations of transformations. They <u>solve</u> problems using the properties of angles. Students <u>compare</u> observed and expected frequencies. They <u>interpret</u> and <u>compare</u> a variety of data displays including those displays for two categorical variables. They <u>interpret</u> secondary data displayed in the media.</p> <p>Students <u>locate</u> fractions and integers on a number line. They <u>calculate</u> a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students <u>calculate</u> common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students <u>locate</u> an ordered pair in any one of the four quadrants on the Cartesian plane. They <u>construct</u> simple prisms and pyramids. Students <u>describe</u> probabilities using simple fractions, decimals and percentages.</p>		<p><b>Achievement Standard: Year 7</b></p> <p>By the end of Year 7, students <u>solve</u> problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They <u>solve</u> problems involving percentages and all four operations with fractions and decimals. They <u>compare</u> the cost of items to make financial decisions. Students <u>represent</u> numbers using variables. They connect the laws and properties for numbers to algebra. They <u>interpret</u> simple linear representations and model authentic information. Students <u>describe</u> different views of three-dimensional objects. They <u>represent</u> transformations in the Cartesian plane. They <u>solve</u> simple numerical problems involving angles formed by a transversal crossing two lines. Students <u>identify</u> issues involving the collection of continuous data. They <u>describe</u> the relationship between the median and mean in data displays.</p> <p>Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students <u>solve</u> simple linear equations and <u>evaluate</u> algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and <u>calculate</u> volumes of rectangular prisms. Students <u>classify</u> triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They <u>calculate</u> mean, mode, median and range for data sets. They <u>construct</u> stem-and-leaf plots and dot-plots.</p>
	<p><b>Unit 1:</b></p> <ul style="list-style-type: none"><li>Students develop understandings of:</li><li>Number and place value — identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving whole numbers</li><li>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</li><li>Data — revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays and identify the purpose and use of different displays and identify the difference between categorical and numerical data</li><li>Chance — represent the probability of outcomes as a fraction or decimal and conduct chance experiments</li></ul> <p><b>Summative assessment:</b> <b>Data Decoder</b> <i>Short answer questions</i></p> <p><b>Unit 2:</b> Students develop understandings of:</p> <ul style="list-style-type: none"><li>Using units of measurement — solve problems involving the comparison of lengths and areas, and interpret and use timetables</li><li>Number and place value — apply efficient mental and written strategies to solve problems involving all four operations</li><li>Fractions and decimals — solve problems involving addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages</li><li>Money and financial mathematics — investigate and calculate percentage discounts of 10%, 25% and 50% on sale items</li></ul> <p>Monitoring tasks: Connect fractional amounts, Shape and Measurement Mathematical Guided Inquiry <i>Written</i></p> <p><b>Summative assessments:</b> <b>Rodeo Round-up</b> <i>Short answer questions</i></p>	<p><b>Unit 3:</b> Students develop understandings of:</p> <ul style="list-style-type: none"><li>Fractions and decimals — apply mental and written strategies to add &amp; subtract of decimals, solve problems involving decimals, make generalisations about multiplying whole numbers &amp; decimals by 10, 100 &amp; 1 000, apply mental and written strategies to multiply decimals by 1-digit whole numbers</li><li>Shape — problem solve &amp; reason to create nets &amp; construct models of simple prisms and pyramids</li><li>Using units of measurement — make connections between volume &amp; capacity</li><li>Number and place value — identify, &amp; continue square &amp; triangular number patterns, make generalisations about the relationship between square &amp; triangular numbers, explore numbers below zero &amp; position integers on a number line.</li></ul> <p>Monitoring task: Below zero, Shape and measurement mathematical guided inquiry <i>Written</i></p> <p><b>Summative Assessment:</b></p> <p><b>Unit 4:</b> Students develop understandings of:</p> <ul style="list-style-type: none"><li>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</li><li>Number and place value - select and apply mental and written strategies and digital technologies to solve problems involving multiplication and division with whole numbers.</li><li>Fractions and decimals - locate, order and compare fractions with related denominators and locate them on a number line</li><li>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.</li></ul> <p>Monitoring task: Patterns and rules</p> <p><b>Summative assessments:</b> <b>Order of operations</b> <i>Short answer questions</i> <b>Investigating angles</b> <i>Short answer questions</i> (Report U1,2,3, 4 in Sem 1)</p>	<p><b>Unit 5:</b> Students develop understandings of:</p> <ul style="list-style-type: none"><li>Money and financial mathematics – connect fractions &amp; percentage, calculate percentages, calculate discounts of 10%, 25% &amp; 50% on sale items</li><li>Number and place value – identify &amp; describe properties of prime, composite, square &amp; triangular numbers, multiply &amp; divide using written methods including a written algorithm, solve problems involving all four operations with whole numbers, compare &amp; order positive &amp; negative integers</li><li>Location and transformation – identify the four quadrants on a Cartesian plane, plot &amp; read points in all four quadrants, revise symmetry, reflection, rotation &amp; translation, describe the effect of combinations of translations, reflections &amp; rotations.</li></ul> <p><b>Summative assessments:</b> <b>Number properties and percentage discounts</b> <i>Short answer questions</i> <b>Integers, Cartesian plane and transformations</b> <i>short answer questions</i></p> <p><b>Unit 6:</b> Students develop understandings of:</p> <ul style="list-style-type: none"><li>Fractions and decimals — add &amp; subtract fractions with related denominators, calculate a fraction of a quantity, multiply &amp; divide decimals by powers of ten, add &amp; subtract decimals, multiply decimals by whole numbers, divide numbers that result in decimal remainders, make connections between fractions, decimals &amp; percentages, solve problems involving fractions &amp; decimals</li><li>Using units of measurement — connect decimals to the metric system, convert between units of measure, solve problems involving length &amp; area &amp; connect volume &amp; capacity</li><li>Patterns and algebra — continue &amp; create sequences involving whole numbers, fractions &amp; decimals, describe the rule used to create the sequence &amp; apply the order of operations to aid calculations.</li></ul> <p><b>Summative assessments:</b> <b>Fraction calculations and patterns</b> <i>short answer questions</i> <b>Solving decimal problems</b> <i>Short answer questions</i></p>	<p><b>Unit 7:</b> Students develop understandings of:</p> <ul style="list-style-type: none"><li>Chance - conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large Trials on results, compare observed and expected frequencies</li><li>Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, problem solve and reason by manipulating secondary data</li></ul> <p>Patterns and algebra &amp; Number and place value - represent number patterns in a table and graphically, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm.</p> <p>Monitoring task: Uncle Charles’s dilemma, Data Mathematical Guided Inquiry <i>Written</i></p> <p><b>Summative assessment:</b> <b>Is the game “Dice difference” fair?</b> <i>Written</i></p> <p><b>Unit 8:</b> Students develop understandings of:</p> <ul style="list-style-type: none"><li>Data representation and interpretation —interpret and compare data displays, interpret secondary data, solve problems involving data, conversion of units of measure and computation</li><li>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</li><li>Geometric reasoning — measure angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts</li><li>Location and transformation — apply translations, reflections and rotations to create symmetrical shapes.</li></ul> <p>Monitoring task: Creating a logo or crest, <b>Data Mathematical guided inquiry</b> <i>Written</i></p>

2018		Term 1	Term 2	Term 3	Term 4
Science – P – Yr 6 (Version 5)	p	<p><b>Achievement Standard: Year Prep</b></p> <p>By the end of the Foundation year, students <u>describe</u> the properties and behaviour of familiar objects. They <u>suggest</u> how the environment affects them and other living things.</p> <p>Students share and reflect on observations, and ask and <u>respond</u> to questions about familiar objects and events.</p>		<p><b>Achievement Standard: Year 1</b></p> <p>By the end of Year 1, students <u>describe</u> objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They <u>describe</u> changes in their local environment and how different places Meet the needs of living things.</p> <p>Students <u>respond</u> to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to <u>record</u> and sort their observations and share them with others</p>	
		<p><b>Unit 3: Weather watch</b></p> <p>Students use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment and understand that weather conditions are not the same for everyone. They are given opportunities to reflect on the impact of these changes, in particular on clothing, shelter and activities, through various cultural perspectives. Students also learn about the impact of daily and seasonal changes on plants and animals. The unit provides several opportunities for students to formulate generalisations about the signs and signals relating to weather and how weather affects everyday life.</p> <p>Monitoring: My weather collage</p> <p><b>Summative assessment: Weather and living things (Supervised assessment)</b></p>	<p><b>Unit 1: Our living world</b></p> <p>Students use their senses to observe the needs of living things; both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met and there are consequences when needs are not met. They analyse different types of environments and how each provides for needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about some sustainable practices that they could implement to support and protect their local living things.</p> <p>Monitoring: Making detailed scientific observations (Lesson 3), Representing and sharing ideas about a farm environment (Lesson 7)</p> <p><b>Summative assessment: Our living world - Collection of work</b></p>	<p><b>Unit 2: Our material world</b></p> <p>Students are provided with opportunities to examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, language is focused to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making that occurs in everyday life. 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>Monitoring: My home design, Water investigation</p> <p><b>Summative assessment: Make a wind ornament (Assignment/Project)</b></p>	<p><b>Unit 4: Move it, move it</b></p> <p>Students engage in activities from the five contexts of learning: play, real-life situations, investigations, routines and transitions, and focused learning and teaching. This unit involves students using their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands-on investigations and respond to questions about the factors that influence movement. They share observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p> <p>Monitoring: Applying understandings of movement, Exploring bouncing and rolling, Investigating movement of familiar objects</p> <p><b>Summative assessment: Move it, move it (Collection of work)</b></p>



1	<p>By the end of the Foundation year, students <u>describe</u> the properties and behaviour of familiar objects. They <u>suggest</u> how the environment affects them and other living things.</p> <p>Students share and reflect on observations, and ask and <u>respond</u> to questions about familiar objects and events.</p>	<p><b>Achievement Standard: Year 1</b></p> <p>By the end of Year 1, students <u>describe</u> objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They <u>describe</u> changes in their local environment and how different places Meet the needs of living things. Students <u>respond</u> to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to <u>record</u> and sort their observations and share them with others.</p>	<p><b>Achievement Standard: Year 2</b></p> <p>By the end of Year 2, students <u>describe</u> changes to objects, materials and living things. They <u>identify</u> that certain materials and resources have different uses and <u>describe</u> examples of where science is used in people’s daily lives.</p> <p>Students <u>pose</u> and <u>respond</u> to questions about their experiences and <u>predict</u> outcomes of investigations. They use informal measurements to make and <u>compare</u> observations. They <u>record</u> and <u>represent</u> observations and communicate ideas in a variety of ways.</p>
	<p><b>Unit 1: Living adventure</b></p> <p>Students make links between external features of living things and the environment where they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.</p> <p>Monitoring: Identifying features of habitats, Investigating a healthy habitat in the local environment</p> <p><b>Summative assessment: A better place (Short Answer Questions)</b></p>	<p><b>Unit 2: Material madness</b></p> <p>Students explore materials and describe their properties. They describe the actions they use when making physical changes to a material to make an object for a purpose. Students recognise that the properties of a material affect the physical changes that can be made and the purpose for using a particular material in their everyday lives. They respond to questions, make predictions and investigate the effects of making physical changes to materials and objects through guided investigations. Students sort and record their observations and share these with others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.</p> <p>Monitoring: Investigate a material's ability to contain water (Lesson 6), Investigate materials for the ability to hold objects (Lesson 4)</p> <p><b>Summative assessment: Don't rock the boat (Assignment/Project)</b></p>	<p><b>Unit 3: Changes around me</b></p> <p>Students will describe the observable features of a variety of types of landscapes and skies. They will consider changes in the sky and landscape, in particular day and night, and the impact on themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p> <p>Monitoring: Classify landscapes, Match objects and/or actions suited to sky and landscape, Represent the effects of changes on everyday life</p> <p><b>Summative assessment: My changing world (Multimodal Presentation)</b></p>

2	<p><b>Achievement Standard: Year 1</b></p> <p>By the end of Year 1, students <u>describe</u> objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They <u>describe</u> changes in their local environment and how different places Meet the needs of living things. Students <u>respond</u> to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to <u>record</u> and sort their observations and share them with others.</p>	<p><b>Achievement Standard: Year 2</b></p> <p>By the end of Year 2, students <u>describe</u> changes to objects, materials and living things. They <u>identify</u> that certain materials and resources have different uses and <u>describe</u> examples of where science is used in people’s daily lives. Students <u>pose</u> and <u>respond</u> to questions about their experiences and <u>predict</u> outcomes of investigations. They use informal measurements to make and <u>compare</u> observations. They <u>record</u> and <u>represent</u> observations and communicate ideas in a variety of ways.</p>	<p><b>Achievement Standard: Year 3</b></p> <p>By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to <u>suggest</u> explanations for everyday observations. They group living things based on observable features and <u>distinguish</u> them from non-living things. They <u>describe</u> how they can use science investigations to <u>respond</u> to questions.</p> <p>Students use their experiences to <u>identify</u> questions and make predictions about scientific investigations. They follow procedures to collect and <u>record</u> observations and <u>suggest</u> possible reasons for their findings, based on patterns in their data. They <u>describe</u> how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.</p>
	<p><b>Unit 1: Mix, make and use</b></p> <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 will describe changes made to materials when combining them to make an object which has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p> <p>Monitoring: Student response to activity - Investigating the water resistance of common materials (Lesson 4), Student response to activity - Combining materials for a purpose (Lesson 7)</p> <p><b>Summative assessment: Combining materials for a purpose (Experimental Investigation)</b></p>	<p><b>Unit 2: Toy factory</b></p> <p>Students understand how a push or pull affects how an object moves or changes shape and investigate and explain how pushes and pulls cause movement in objects used in their daily lives. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved. They pose questions, make predictions and describe the effect on movement caused by changes to an object, or to the push or pull exerted on the object. Students use informal measurements to make and compare observations about movement. They then apply this science knowledge to explain how pushes and pulls can be used to change the movement of a toy or object they create.</p> <p>Monitoring: Investigation: Parachute (Lesson 5), Investigation: Rolling toy (Lesson 6)</p> <p><b>Summative assessment: Toy design (Assignment/Project)</b></p>	<p><b>Unit 3: Good to grow</b></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, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage and investigate how the needs are met. They consider the relevance of this knowledge to their everyday lives, including when caring for living things in the environment. They observe a class animal and plant and conduct other investigations, responding to questions and making predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p> <p>Monitoring: Animal life stages, Comparing life stages of different animals, Plant life stages</p> <p><b>Summative assessment: How does it grow? (Supervised assessment)</b></p>



3	<b>Achievement Standard: Year 2</b> By the end of Year 2, students <u>describe</u> changes to objects, materials and living things. They <u>identify</u> that certain materials and resources have different uses and <u>describe</u> examples of where science is used in people’s daily lives. Students <u>pose</u> and <u>respond</u> to questions about their experiences and <u>predict</u> outcomes of investigations. They use informal measurements to make and <u>compare</u> observations. They <u>record</u> and <u>represent</u> observations and communicate ideas in a variety of ways.		<b>Achievement Standard: Year 3</b> By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to <u>suggest</u> explanations for everyday observations. They group living things based on observable features and <u>distinguish</u> them from non-living things. They <u>describe</u> how they can use science investigations to <u>respond</u> to questions. Students use their experiences to <u>identify</u> questions and make predictions about scientific investigations. They follow procedures to collect and <u>record</u> observations and <u>suggest</u> possible reasons for their findings, based on patterns in their data. They <u>describe</u> how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.		<b>Achievement Standard: Year 4</b> By the end of Year 4, students <u>apply</u> the observable properties of materials to <u>explain</u> how objects and materials can be used. They <u>describe</u> how contact and non-contact forces affect interactions between objects. They <u>discuss</u> how natural processes and human activity cause changes to Earth’s surface. They <u>describe</u> relationships that assist the survival of living things and <u>sequence</u> key stages in the life cycle of a plant or animal. They <u>identify</u> when science is used to <u>understand</u> the effect of their actions.  Students follow instructions to <u>identify</u> investigable questions about familiar contexts and make predictions based on prior knowledge. They <u>describe</u> ways to conduct investigations and safely use equipment to make and <u>record</u> observations with accuracy. They use provided tables and column graphs to <u>organise</u> data and <u>identify</u> patterns. Students <u>suggest</u> explanations for observations and <u>compare</u> their findings with their predictions. They <u>suggest</u> reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.	
	<b>Unit 1: Is it living?</b>  Students will understand what constitutes a living thing and that they can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once-living things. Students will understand that science involves making predictions and describing patterns and relationships with reference to living things. They will make predictions, observations and record data about living and non-living things in their local environment, offering explanations for their findings. Students will recognise the use of this science knowledge in their lives and how this knowledge helps people understand the effect of their actions.   					

4	<b>Achievement Standard: Year 3</b> By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to <u>suggest</u> explanations for everyday observations. They group living things based on observable features and <u>distinguish</u> them from non-living things. They <u>describe</u> how they can use science investigations to <u>respond</u> to questions. Students use their experiences to <u>identify</u> questions and make predictions about scientific investigations. They follow procedures to collect and <u>record</u> observations and <u>suggest</u> possible reasons for their findings, based on patterns in their data. They <u>describe</u> how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.		<b>Achievement Standard: Year 4</b> By the end of Year 4, students <u>apply</u> the observable properties of materials to <u>explain</u> how objects and materials can be used. They <u>describe</u> how contact and non-contact forces affect interactions between objects. They <u>discuss</u> how natural processes and human activity cause changes to Earth’s surface. They <u>describe</u> relationships that assist the survival of living things and <u>sequence</u> key stages in the life cycle of a plant or animal. They <u>identify</u> when science is used to <u>understand</u> the effect of their actions. Students follow instructions to <u>identify</u> investigable questions about familiar contexts and make predictions based on prior knowledge. They <u>describe</u> ways to conduct investigations and safely use equipment to make and <u>record</u> observations with accuracy. They use provided tables and column graphs to <u>organise</u> data and <u>identify</u> patterns. Students <u>suggest</u> explanations for observations and <u>compare</u> their findings with their predictions. They <u>suggest</u> reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.		<b>Achievement Standard: Year 5</b>  By the end of Year 5, students <u>classify</u> substances according to their observable properties and behaviours. They <u>explain</u> everyday phenomena associated with the transfer of light. They <u>describe</u> the key features of our solar system. They <u>analyse</u> how the form of living things enables them to function in their environments. Students <u>discuss</u> how scientific developments have affected people’s lives, help us <u>solve</u> problems and how science knowledge develops from many people’s contributions.  Students follow instructions to <u>pose</u> questions for investigation and <u>predict</u> the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students <u>construct</u> tables and graphs to <u>organise</u> data and <u>identify</u> patterns in the data. They <u>compare</u> patterns in their data with predictions when suggesting explanations. They <u>describe</u> ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.	
	<b>Unit 1: Here today, gone tomorrow</b>  Students will explore natural processes and human activity which cause weathering and erosion of the Earth’s surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others’ actions. They suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations.  Monitoring: Exploring geological process - The direct on soil (Lessons 3 and 4), Exploring erosion - Erosion in our area (Lessons 8 and 9) <b>Summative assessment: Soil erosion investigation (Project)</b>	<b>Unit 2: Ready, set, grow!</b>  Students will investigate life cycles. They will examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things including the impact on the survival of the species. Students will describe situations where science understanding can influence their own and others’ actions. Students will identify investigable questions and predict likely outcomes from their investigations. They will discuss ways to conduct investigations safely and make and record observations. They will use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They will complete simple reports to communicate their findings.  Monitoring: Construct life cycle diagrams of animals (Lesson 5), Concept map showing relationships between living things (Lesson 7) <b>Summative assessment: Mapping Life Cycles and Relationships (Multimodal)</b>	<b>Unit 3: Material Use</b>  Students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students consider how science involves making predictions and describing patterns and how science knowledge helps people to understand the effect of their actions. Students identify investigable questions and predict likely outcomes. In conducting investigations, students use appropriate materials, tools and equipment safely to make and record observations. Students represent data; identify patterns in their results; suggest explanations for their results; compare their results with their predictions; and reflect upon the fairness of their investigations. Students complete simple reports to communicate their findings.  Monitoring: Absorbency investigation, Plastic stretch investigation <b>Summative assessment: Properties affecting the use of ochre (Supervised Assessment)</b> <b>Complements Technology: Repurpose it</b>	<b>Unit 4: Fast forces!</b>  Students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games. Games will be completed safely in order to collect data so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.  Monitoring: Forces: Balloon up and away! Friction frog <b>Summative assessment: 60-second slam (experimental Investigation)</b> <b>Complements Technology: Pinball</b>		

5	<b>Achievement Standard: Year 4</b>  By the end of Year 4, students <u>apply</u> the observable properties of materials to <u>explain</u> how objects and materials can be used. They <u>describe</u> how contact and non-contact forces affect interactions between objects. They <u>discuss</u> how natural processes and human activity cause changes to Earth’s surface. They <u>describe</u> relationships that assist the survival of living things and <u>sequence</u> key stages in the life cycle of a plant or animal. They <u>identify</u> when science is used to <u>understand</u> the effect of their actions. Students follow instructions to <u>identify</u> investigable questions about familiar contexts and make predictions based on prior knowledge. They <u>describe</u> ways to conduct investigations and safely use equipment to make and <u>record</u> observations with accuracy. They use provided tables and column graphs to <u>organise</u> data and <u>identify</u> patterns. Students <u>suggest</u> explanations for observations and <u>compare</u> their findings with their predictions. They <u>suggest</u> reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.		<b>Achievement Standard: Year 5</b>  By the end of Year 5, students <u>classify</u> substances according to their observable properties and behaviours. They <u>explain</u> everyday phenomena associated with the transfer of light. They <u>describe</u> the key features of our solar system. They <u>analyse</u> how the form of living things enables them to function in their environments. Students <u>discuss</u> how scientific developments have affected people’s lives, help us solve problems and how science knowledge develops from many people’s contributions.  Students follow instructions to <u>pose</u> questions for investigation and <u>predict</u> the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students <u>construct</u> tables and graphs to <u>organise</u> data and <u>identify</u> patterns in the data. They <u>compare</u> patterns in their data with predictions when suggesting explanations. They <u>describe</u> ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.		<b>Achievement Standard: Year 6</b>  By the end of Year 6, students <u>compare</u> and <u>classify</u> different types of observable changes to materials. They <u>analyse</u> requirements for the transfer of electricity and <u>describe</u> how energy can be transformed from one form to another when generating electricity. They <u>explain</u> how natural events cause rapid change to Earth’s surface. They <u>describe</u> and <u>predict</u> the effect of environmental changes on individual living things. Students <u>explain</u> how scientific knowledge helps us to <u>solve</u> problems and inform decisions and <u>identify</u> historical and cultural contributions.  Students follow procedures to <u>develop</u> investigable questions and <u>design</u> investigations into simple cause-and-effect relationships. They <u>identify</u> variables to be changed and measured and <u>describe</u> potential safety risks when planning methods. They collect, <u>organise</u> and <u>interpret</u> their data, identifying where improvements to their methods or research could improve the data. They <u>describe</u> and <u>analyse</u> relationships in data using appropriate representations and <u>construct</u> multimodal texts to communicate ideas, methods and findings.	
	<b>Unit 1: Survival in the environment</b>  Students will examine the structural features and behavioural adaptations that assist living things to survive in their environment. Students will understand that science involves using evidence and data to develop explanations. Student will investigate factors that influence how plants and animals survive in extreme environments. This knowledge will be used to create a creature with adaptations that are suitable for survival in a prescribed environment.  Monitoring: Camouflage investigation (Lesson 3-4), Create a creature: find a home (Lesson 10)  <b>Summative assessment: Create a creature (Multimodal Presentation)</b> <b>Complements Visual Arts: The animal within</b>	<b>Unit 2: Our place in the solar system</b>  Students will describe the key features of our solar system including planets and stars. They will discuss scientific developments that have affected peoples’ lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests. Students will communicate their ideas in a variety of multi-modal texts including recording in data sheets and as a report for popular media.  Monitoring: Apollo 11, Planetary data recording sheet, The International Space Station  <b>Summative assessment: Exploration of the solar system (Multi-modal Presentation)</b>	<b>Unit 3: Now you see it</b>  Students will investigate the properties of light and the formation of shadows. They will 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 will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and annotated diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples’ lives.  Monitoring: Exploring transmission of light, Investigating shadow height, Periscope construction and investigation  <b>Summative assessment: The aMAZEing trick (Experimental Investigation)</b>	<b>Unit 4: Matter matters</b>  Students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They will represent data and observations in tables and graphs. They will identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy. Students will understand that scientific understandings, discoveries and inventions are used to inform decision making and solve or prevent problems.  Monitoring: Investigating condensation, Investigating evaporation, Investigation: Soft-drink fizz  <b>Summative assessment: Investigating evaporation and explaining solids, liquids and gases (Experimental Investigation)</b>		

6	<b>Achievement Standard: Year 5</b> By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people’s lives, help us solve problems and how science knowledge develops from many people’s contributions.  Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.		<b>Achievement Standard: Year 6</b> By the end of Year 6, students <a href="#">compare</a> and <a href="#">classify</a> different types of observable changes to materials. They <a href="#">analyse</a> requirements for the transfer of electricity and <a href="#">describe</a> how energy can be transformed from one form to another when generating electricity. They <a href="#">explain</a> how natural events cause rapid change to Earth’s surface. They <a href="#">describe</a> and <a href="#">predict</a> the effect of environmental changes on individual living things. Students <a href="#">explain</a> how scientific knowledge helps us to <a href="#">solve</a> problems and inform decisions and <a href="#">identify</a> historical and cultural contributions. Students follow procedures to <a href="#">develop</a> investigable questions and <a href="#">design</a> investigations into simple cause-and-effect relationships. They <a href="#">identify</a> variables to be changed and measured and <a href="#">describe</a> potential safety risks when planning methods. They collect, <a href="#">organise</a> and <a href="#">interpret</a> their data, identifying where improvements to their methods or research could improve the data. They <a href="#">describe</a> and <a href="#">analyse</a> relationships in data using appropriate representations and <a href="#">construct</a> multimodal texts to communicate ideas, methods and findings.		<b>Achievement Standard: Year 7</b> By the end of Year 7, students <a href="#">describe</a> techniques to separate pure substances from mixtures. They <a href="#">represent</a> and <a href="#">predict</a> the effects of unbalanced forces, including Earth’s gravity, on motion. They <a href="#">explain</a> how the relative positions of Earth, the sun and moon affect phenomena on Earth. They <a href="#">analyse</a> how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They <a href="#">predict</a> the effect of human and environmental changes on interactions between organisms and <a href="#">classify</a> and <a href="#">organise</a> diverse organisms based on observable differences. Students <a href="#">describe</a> situations where scientific knowledge from different science disciplines and diverse cultures has been used to <a href="#">solve</a> a real-world problem. They <a href="#">explain</a> possible implications of the solution for different groups in society.  Students <a href="#">identify</a> questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They <a href="#">select</a> equipment that improves fairness and accuracy and <a href="#">describe</a> how they considered safety. Students <a href="#">draw</a> on evidence to support their conclusions. They <a href="#">summarise</a> data from different sources, <a href="#">describe</a> ends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.	
	<b>Unit 1: Making changes</b>  Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations and accurately record data and develop explanations. They suggest improvements which can be made to their method to improve the investigation. Students explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives.  Monitoring: Investigating conditions that affect rusting, Investigating the effect of heat on solubility  <b>Summative assessment: Reversible or irreversible? (Experimental Investigation)</b>	<b>Unit 2: Energy and electricity</b>  Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity has affected peoples’ lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.  Monitoring: Investigating electrical conductors and insulators, Researching energy sources  <b>Summative assessment: Energy and electricity (Supervised Assessment)</b>	<b>Unit 3: Our changing world</b>  Students explore how sudden geological and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.  Monitoring: Beaufort wind scale, Earthquakes, Investigating indigenous oral histories of natural disasters  <b>Summative assessment: Natural events and change (Exam)</b>	<b>Unit 4: Life on Earth</b>  Students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will pose questions, plan and conduct investigations into the environmental factors that affect the growth of bean seeds. They will gather, record and interpret observations relating to their investigations. Students will consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They will recommend actions to develop environments for native plants and animals.  Monitoring: Student response to activity - Plant growth simulation investigation, Student response to activity - Plant investigations (light and salinity)  <b>Summative assessment: Mouldy bread (Experimental Investigation)</b>		



## SCIENCE RESOURCE LIST

Year	Unit 1	Unit 2	Unit 3	Unit 4
<b>Prep</b>	All consumable items to be purchased from class budgets Cameras (lesson borrow only) Magnifying glasses Large transparent bowl 50-60cm plastic tubing Funnel Water jug x 2 Spoons, eyedroppers, tweezers Watering cans Gardening equipment (safety)	All consumable items to be purchased from class budgets Watering can Eyedroppers Sponge Tennis ball Rubber ball	All consumable items to be purchased from class budgets	All consumable items to be purchased from class budgets Cameras (lesson borrow only) Basketball Rubber bands Stop watch Balls (e.g. tennis, ping pong etc) Marbles Beads and buttons
<b>1</b>	All consumable items to be purchased from class budgets Animal figures Picture books with animals as characters 1x digital camera	All consumable items to be purchased from class budgets Rubber bands Marbles Large bowl	All consumable items to be purchased from class budgets 1 x camera	All consumable items to be purchased from class budgets Going on a Bear Hunt – Michael Rosen Torches Tuning fork Musical instruments (tambourine, triangle, whistles, clickers, drum) Rubber bands
<b>2</b>	All consumable items to be purchased from class budgets Sponges	All consumable items to be purchased from class budgets Toy cars of different sizes and materials Spinning toys Marbles Bouncy balls Plastic counters (2 each of 4 different colours) Wooden spoons	All consumable items to be purchased from class budgets	All consumable items to be purchased from class budgets 1 x camera 3 x plant pots Gardening equipment (safety) Magnifying glasses Tweezers Plastic sheet or tarp
<b>3</b>	All consumable items to be purchased from class budgets Magnifying glasses Digital cameras (lesson borrow only) Eyedroppers	All consumable items to be purchased from class budgets Basketball Torch x 1 Measuring tape Tennis ball	All consumable items to be purchased from class budgets Digital cameras Measuring jug Eyedroppers Small, medium and large bowls x 3 thermometers washers x 3 scales metal teaspoons plastic tweezers or tongs	All consumable items to be purchased from class budgets Range of containers Measuring jug (1L) Eyedroppers Magnifying glass Pei dishes Sponges Thermometers Bowls Wooden spoons
<b>4</b>	All consumable items to be purchased from class budgets Safety goggles Magnets Spade Garden trowel Magnifying glasses Eyedroppers Microscopes Measuring jug Spray bottle Tape measure Watering can	All consumable items to be purchased from class budgets 1 x digital camera Measuring spoons Gloves Protection masks Magnifying glasses	All consumable items to be purchased from class budgets Mixing bowl Wooden spoon transparent bowl Eyedroppers Measuring cups Rubber bands Craft foam Screws/bolts/washers Torch Magnet Bulb holder and light bulb Battery holder and battery Alligator leads with clips	All consumable items to be purchased from class budgets Ping pong balls Soccerball or basket ball CD cases Dominoes Iron filings in sealed container Magnets Magnifying glass Small ball (e.g. tennis) Pattycake pans small and large Silicon pans Eye droppers
<b>5</b>	All consumable items to be purchased from class budgets 2x green, yellow, brown and red counters (60) Metre ruler Digital cameras (lesson borrow only) thermometers	All consumable items to be purchased from class budgets Compass Baking pan Safety glasses Sifter Telescope (optional) Stop watches	All consumable items to be purchased from class budgets Light shield card Torches Pinhole cameras Protractors Mirrors	All consumable items to be purchased from class budgets Safety goggles Needles Jugs Funnels Ping pong ball Rubber band Beakers Small bowls Mortar and pestle
<b>6</b>	All consumable items to be purchased from class budgets Tongs Tea light candle Thermometers Electronic scales Measuring cylinder Rubber bands Frying pan Glass marbles Rolling pin	All consumable items to be purchased from class budgets 1.5V batteries Buzzers Double battery holder Copper wire with alligator clips Light bulbs Light bulb socket Brass split pins Copper wire Iron nail Wooden spoon	All consumable items to be purchased from class budgets Tornado tube plastic connector Eye droppers Song rubber bands Ping pong balls	All consumable items to be purchased from class budgets Digital cameras (lesson borrow only) Small blue and yellow dishes (12 per class) Strainer Tweezers Tent peg Water spray bottle



		5cm and 10cm wire		

		Term 1	Term 2	Term 3	Term 4
p		<p><b>Inquiry Question:</b></p> <ul style="list-style-type: none"><li>What is my history and how do I know?</li></ul> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>investigate their personal history, particularly family backgrounds and relationships</li><li>examine the nature of and structure of families</li><li>recognise similarities and differences between families</li><li>appreciate diversity within their family and others.</li></ul> <p>Prep students will develop skills and understandings by engaging in activities associated with the five contexts for learning – focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.</p> <p><b>Summative assessment: My Family (Collection of work)</b></p>			<p><b>Inquiry Question:</b></p> <ul style="list-style-type: none"><li>What is my history and how do I know?</li></ul> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>investigate their personal history, particularly family backgrounds and relationships</li><li>examine the nature of and structure of families</li><li>recognise similarities and differences between families</li><li>appreciate diversity within their family and others.</li></ul> <p>Prep students will develop skills and understandings by engaging in activities associated with the five contexts for learning – focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.</p> <p><b>Summative assessment: Tell a story about the past (Collection of work)</b></p>

1	<p><b>Inquiry Question:</b></p> <ul style="list-style-type: none"><li>• <b>How do we describe the sequence of time?</b></li></ul> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>• understand concepts and terms used to describe the passing of time</li><li>• recognise events that happened in the past may be memorable or have personal significance</li><li>• view and discuss sources, such as images, objects and family stories, that have personal significance</li><li>• sequence and describe events of personal significance using terms to describe the passing of time.</li></ul> <p><b>Summative assessment: Time Capsule Box (Collection of work)</b></p>		<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>• <b>How has family life changed or remained the same over time?</b></li><li>• <b>How can we show that the present is different from or similar to the past?</b></li></ul> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>• explore the differences between family structures and roles today when compared to the recent past</li><li>• consider how family structures and roles have changed over time</li><li>• identify differences and similarities between their daily lives when compared to the childhoods of their parents, grandparents and special older people.</li></ul> <p><b>Summative assessment: Exploring Daily Life (Collection of work)</b></p>	
2	<p><b>Inquiry Question:</b></p> <ul style="list-style-type: none"><li>• <b>How have changes in technology shaped our daily life?</b></li></ul> <p>In this unit, students;</p> <ul style="list-style-type: none"><li>• investigate continuity and change in technology used in the home, for example, in toys or household products</li><li>• compare and contrast features of objects from the past and present</li><li>• sequence key developments in the use of a particular object in daily life over time</li><li>• pose questions about objects from the past and present</li><li>• describe ways technology has impacted on peoples' lives making them different from those of previous generations.</li></ul> <p><b>Summative assessment: Changing Technology (Collection of work)</b></p>			<p><b>Inquiry Questions: Moved due to Remembrance Day</b></p> <ul style="list-style-type: none"><li>• <b>What aspects of the past can you see today? What do they tell us?</b></li><li>• <b>What remains of the past are important to the local community? Why?</b></li></ul> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>• identify and explore a site of historical significance in the local community</li><li>• describe what the site reveals about the past and its importance today</li><li>• pose questions about the past</li><li>• use sources provided to answer these questions</li><li>• use the information gathered to develop a narrative about the past.</li></ul> <p><b>Summative assessment: Exploring my local community (Collection of work)</b></p>

	P-2				
	3		<p><b>Inquiry Questions: align with ANZAC Day</b></p> <ul style="list-style-type: none"> <li>How and why do people choose to remember significant events of the past?</li> <li>What is the nature of the contribution made by different groups and individuals in the community?</li> </ul> <p>In this unit, students</p> <ul style="list-style-type: none"> <li>develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world</li> <li>examine the historical origins of celebrations and commemorations</li> <li>examine the contributions made by different cultural groups to the development and character of the local community</li> <li>understand the value of learning about the cultures, languages and beliefs of others.</li> </ul> <p><b>Summative assessment: Celebrations and commemorations (Collection of work)</b></p>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>Who lived here first and how do we know?</li> <li>How has our community changed? What features have been lost and what features have been retained?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>locate information in sources to discover who were the first people to live in Australia</li> <li>locate information in sources to investigate the importance of Country and Place to particular Aboriginal and Torres Strait Islander language groups</li> <li>research aspects of life in Queensland (specifically transport, natural and built environment and work) to identify continuity and change over time.</li> </ul> <p><b>Summative assessment: Change in a Community (Collection of work)</b></p>	
	4		<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>Why did the great journeys of exploration occur?</li> <li>Why did the Europeans settle in Australia?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>recognise connections between world history events and the history of Australia</li> <li>appreciate the remains of the past can reveal aspects of what life was like then</li> <li>investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe</li> <li>pose questions about the reasons for the colonisation of Australia by the British</li> <li>use provided sources to examine the journeys that led to Australia's colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony</li> <li>sequence key events related to the colonisation of Australia</li> <li>describe the experiences of a convict who travelled on the First Fleet and identify how life changed.</li> </ul> <p><b>Summative assessment: Life of a Convict (Collection of work)</b> aligns with English U5 which is in Term 3?</p>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?</li> <li>What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>explore the diversity and longevity of Australia's first peoples</li> <li>recognise the ways Aboriginal peoples and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies)</li> <li>investigate the implications of this connection to Country and Place for the daily lives of Aboriginal peoples and/or Torres Strait Islander peoples</li> <li>investigate the effects of interactions and contact between Aboriginal peoples and/or Torres Strait Islander peoples and others, including Macassan traders and Europeans.</li> </ul> <p><b>Summative assessment: Experiences of the Eora peoples (Collection of work)</b></p>	



5		<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>How did an Australian colony develop over time and why?</li> <li>How did colonial settlement change the environment?</li> <li>What do we know about the lives of people in Australia's colonial past and how do we know?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>recognise key events and people in Australia during the 1800s</li> <li>sequence key events related to the development of British colonies in Australia</li> <li>investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Van Diemen's Land and Moreton Bay colonies</li> <li>use provided sources to examine and describe continuities and changes to a British colony in Australia during the 1800s</li> <li>locate information in sources about the factors that influenced patterns of development in colonial Australia during the 1800s</li> <li>use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples.</li> </ul> <p><b>Summative assessment: Colonial life in Moreton Bay (Collection of work)</b></p>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>What were the significant events and who were the significant people that shaped Australian colonies?</li> <li>What do we know about the lives of people in Australia's colonial past and how do we know?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>recognise key events of the colonial period in Australia after 1800</li> <li>investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration</li> <li>appreciate the impacts of significant developments and events – the gold rush and the Eureka Stockade</li> <li>pose questions to investigate the significance of individuals and groups in shaping the colonies</li> <li>describe the significance of individuals and events in shaping the colonies.</li> </ul> <p><b>Summative assessment: The Gold Rush (Collection of work)</b></p> <p><b>(Charters Towers excursion)</b></p>	
6	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>Why and how did Australia become a nation?</li> <li>How did Australian society change throughout the twentieth century?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>recognise key events in the development of Australia as a nation</li> <li>appreciate how Australians came to live together and were governed overtime</li> <li>investigate Australia's path to Federation from the late 1800s to 1901</li> <li>examine sources presenting different perspectives on Federation and preferred models of government, including British and American influences on Australia's system of law and government</li> <li>describe the experiences of Australian democracy and citizenship by a range of groups, including the status and rights of Aboriginal people and/or Torres Strait Islander peoples</li> <li>identify continuity or change</li> <li>explain the significance of individuals or groups who advocated for rights or were the beneficiaries of policies and legislation.</li> </ul> <p><b>Summative assessment: Australian Nation (Collection of work)</b></p> <ul style="list-style-type: none"> <li></li> </ul>		<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>Who were the people who came to Australia? Why did they come?</li> <li>What contribution have significant individuals and groups made to the development of Australian society?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated</li> <li>investigate the contributions of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants to the development of Australian society.</li> </ul> <p><b>Summative assessment: Migrant Experiences (Collection of work)</b></p>	

Term 1		Term 2	Term 3	Term 4
P	<b>Foundation Year Achievement Standard</b>  By the end of Foundation Year, students <a href="#">identify</a> important events in their own lives and <a href="#">recognise</a> why some places are special to people. They <a href="#">describe</a> the features of familiar places and <a href="#">recognise</a> that places can be represented on maps and models. They <a href="#">identify</a> how they, their families and friends know about their past and commemorate events that are important to them.  Students <a href="#">respond</a> to questions about their own past and places they belong to. They <a href="#">sequence</a> familiar events in order. They observe the familiar features of places and <a href="#">represent</a> these features and their location on pictorial maps and models. They reflect on their learning to <a href="#">suggest</a> ways they can care for a familiar place. Students <a href="#">relate</a> stories about their past and share and <a href="#">compare</a> observations about familiar places.		<b>Year 1 Achievement Standard</b>  By the end of Year 1, students <a href="#">identify</a> and <a href="#">describe</a> important dates and changes in their own lives. They <a href="#">explain</a> how some aspects of daily life have changed over recent time while others have remained the same. They <a href="#">identify</a> and <a href="#">describe</a> the features of places and their location at a local scale and <a href="#">identify</a> changes to the features of places. They <a href="#">recognise</a> that people <a href="#">describe</a> the features of places differently and <a href="#">describe</a> how places can be cared for.  Students <a href="#">respond</a> to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They <a href="#">sequence</a> personal and family events in order and <a href="#">represent</a> the location of different places and their features on labelled maps. They reflect on their learning to <a href="#">suggest</a> ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to <a href="#">describe</a> direction and location.	
		<b>Inquiry question/s:</b> <b>What are places like?</b> In this unit, students: <ul style="list-style-type: none"><li>draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about</li><li>develop questions about places they belong to</li><li>understand that a ‘place’ has features and a boundary, that can be represented on maps or globes</li><li>understand that Aboriginal peoples and Torres Strait Islander peoples use special words for the place they live in and belong to</li><li>observe the visible elements or features of the ‘place’ they live in and belong to, and record</li><li>use maps and stories to identify the places students live in and belong to, such as, their home, neighbourhood, or rural area, and record the features of each place</li><li>represent the location and direction of visible elements or features of their place on a pictorial map and model</li></ul> describe their observations of the features of a familiar place, its location and direction, and the reasons for living there  <b>Summative assessment: What is my place like?</b>	<b>Inquiry questions:</b> <ul style="list-style-type: none"><li><b>What makes a place special?</b></li><li>How can we look after the places we live in?</li></ul> In this unit, students: draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about understand that what makes a ‘place’ special is dependent on how people view the place or use the place pose questions about the meaning places have for people listen to stories about the ways Aboriginal peoples and Torres Strait Islander peoples describe their connection with a ‘place’ or ‘places’, particularly the visible elements or features of a place describe the location of important places using geographical terms such as near and far use sources to identify ways that people care for special places, and record describe special places and the reasons they are special to people reflect on learning to suggest ways they could contribute to the caring of a special place  <b>Summative assessment: How do we care for special places?</b>	

		<b>Foundation Year Achievement Standard</b>  By the end of Foundation Year, students <u>identify</u> important events in their own lives and <u>recognise</u> why some places are special to people. They <u>describe</u> the features of familiar places and <u>recognise</u> that places can be represented on maps and models. They <u>identify</u> how they, their families and friends know about their past and commemorate events that are important to them.  Students <u>respond</u> to questions about their own past and places they belong to. They <u>sequence</u> familiar events in order. They observe the familiar features of places and <u>represent</u> these features and their location on pictorial maps and models. They reflect on their learning to <u>suggest</u> ways they can care for a familiar place. Students <u>relate</u> stories about their past and share and <u>compare</u> observations about familiar places.	<b>Year 1 Achievement Standard</b>  By the end of Year 1, students <u>identify</u> and <u>describe</u> important dates and changes in their own lives. They <u>explain</u> how some aspects of daily life have changed over recent time while others have remained the same. They <u>identify</u> and <u>describe</u> the features of places and their location at a local scale and <u>identify</u> changes to the features of places. They <u>recognise</u> that people <u>describe</u> the features of places differently and <u>describe</u> how places can be cared for.  Students <u>respond</u> to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They <u>sequence</u> personal and family events in order and <u>represent</u> the location of different places and their features on labelled maps. They reflect on their learning to <u>suggest</u> ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to <u>describe</u> direction and location.	<b>Year 2 Achievement Standard</b>  By the end of Year 2, students <u>describe</u> a person, site and/or event of significance in the local community and <u>explain</u> why places are important to people. They <u>identify</u> how and why the lives of people have changed over time while others have remained the same. They <u>recognise</u> that the world is divided into geographic divisions and that places can be described at different scales. Students <u>describe</u> how people in different places are connected to each other and <u>identify</u> factors that influence these connections. They <u>recognise</u> that places have different meaning for different people and why the significant features of places should be preserved.  Students <u>pose</u> questions about the past and familiar and unfamiliar objects and places. They <u>locate</u> information from observations and from sources provided. They <u>compare</u> objects from the past and present and <u>interpret</u> information and data to <u>identify</u> a point of view and <u>draw</u> simple conclusions. They <u>sequence</u> familiar objects and events in order and sort and <u>record</u> data in tables, plans and on labelled maps. They reflect on their learning to <u>suggest</u> ways to care for places and sites of significance. Students <u>develop</u> narratives about the past and communicate findings in a range of texts using language to <u>describe</u> direction, location and the passing of time.
1		<p><b>Inquiry question/s:</b></p> <ul style="list-style-type: none"><li>• <b>How can spaces within a place be rearranged to suit different purposes?</b></li></ul> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>• draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops</li><li>• understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed', for example a building</li><li>• develop questions about places</li><li>• collect and record geographical data and information to identify and describe the natural, constructed and managed features of places</li><li>• collect and record geographical data and information to identify examples of how the features of places are used or described by people differently</li><li>• observe spaces within the school that are arranged for different activities or purposes</li><li>• represent and label spaces within a place on a pictorial map and describe using the language of direction and location</li><li>• respond to questions about the organisation of spaces within a place, including why spaces within a place are used for particular purposes</li></ul> <p><b>Summative assessment: How do people use spaces? (Collection of work)</b></p>		<p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"><li>• <b>What are the different features of places?</b></li><li>• <b>How can we care for places?</b></li></ul> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>• draw on studies at the personal scale, including familiar places for example, the school, local park and local shops</li><li>• understand that weather and climate affect the visible elements or features of a place nearby or far away</li><li>• ask questions using the stems of 'what', 'how' and 'why' to find out about the weather</li><li>• observe the daily and seasonal weather (rainfall, temperatures, sunshine and wind) of a place nearby and far away</li><li>• collect and record geographical data and information, such as, observations and the stories of Aboriginal peoples and Torres Strait Islander peoples, to describe the weather and seasons of a place nearby or far away</li><li>• reflect on learning to respond to questions about how features of places can be cared for</li></ul> <p><b>Summative assessment: Local Places (Research Task)</b></p>



		Year 1 Achievement Standard	Year 2 Achievement Standard	Year 3 Achievement Standard
		<p>By the end of Year 1, students <u>identify</u> and <u>describe</u> important dates and changes in their own lives. They <u>explain</u> how some aspects of daily life have changed over recent time while others have remained the same. They <u>identify</u> and <u>describe</u> the features of places and their location at a local scale and <u>identify</u> changes to the features of places. They <u>recognise</u> that people <u>describe</u> the features of places differently and <u>describe</u> how places can be cared for.</p> <p>Students <u>respond</u> to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They <u>sequence</u> personal and family events in order and <u>represent</u> the location of different places and their features on labelled maps. They reflect on their learning to <u>suggest</u> ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to <u>describe</u> direction and location.</p>	<p>By the end of Year 2, students <u>describe</u> a person, site and/or event of significance in the local community and <u>explain</u> why places are important to people. They <u>identify</u> how and why the lives of people have changed over time while others have remained the same. They <u>recognise</u> that the world is divided into geographic divisions and that places can be described at different scales. Students <u>describe</u> how people in different places are connected to each other and <u>identify</u> factors that influence these connections. They <u>recognise</u> that places have different meaning for different people and why the significant features of places should be preserved.</p> <p>Students <u>pose</u> questions about the past and familiar and unfamiliar objects and places. They <u>locate</u> information from observations and from sources provided. They <u>compare</u> objects from the past and present and <u>interpret</u> information and data to <u>identify</u> a point of view and <u>draw</u> simple conclusions. They <u>sequence</u> familiar objects and events in order and sort and <u>record</u> data in tables, plans and on labelled maps. They reflect on their learning to <u>suggest</u> ways to care for places and sites of significance. Students <u>develop</u> narratives about the past and communicate findings in a range of texts using language to <u>describe</u> direction, location and the passing of time.</p>	<p>By the end of Year 3, students <u>identify</u> individuals, events and aspects of the past that have significance in the present. They <u>identify</u> and <u>describe</u> aspects of their community that have changed and remained the same over time. They <u>describe</u> the diverse characteristics of different places at the local scale and <u>identify</u> and describe similarities and differences between the characteristics of these places. They <u>identify</u> connections between people and the characteristics of places. Students <u>explain</u> the role of rules in their community and the importance of making decisions democratically. They <u>identify</u> the importance of different celebrations and commemorations for different groups. They <u>explain</u> how and why people participate in and contribute to their communities.</p> <p>Students <u>pose</u> questions and <u>locate</u> and collect information from sources, including observations, to answer these questions. They <u>examine</u> information to <u>identify</u> a point of view and <u>interpret</u> data to <u>identify</u> and <u>describe</u> simple distributions. They <u>draw</u> simple conclusions and share their views on an issue. They <u>sequence</u> information about events and the lives of individuals in chronological order. They <u>record</u> and <u>represent</u> data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to <u>suggest</u> individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</p>
2		<p><b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li><b>What is a place?</b></li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on representations of the world as geographical divisions, and the location of Australia</li> <li>understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another</li> <li>develop questions about places</li> <li>use a globe or a maps to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local scale (town, rural area or city), regional scale, national scale, or region of the world scale</li> <li>use a globe, map or other geographical tool to locate and name the continents, oceans, Equator, and North and South poles</li> <li>collect and record geographical data and information, such as observations, interviews, storybooks and photographs to identify examples of how places are defined by different groups and how they change over time</li> <li>represent connections between places by constructing a map and using symbols</li> <li>describe the location and direction of a place</li> </ul> <p><b>Summative assessment: What is the story of my place? (Collection of work)</b></p>	<p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li><b>How are people connected to their place and other places?</b></li> <li><b>What factors affect my connection to places?</b></li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies local places within Australia and other places throughout the world</li> <li>understand that a place is connected to other places, and people are connected to their place and places throughout the world</li> <li>understand connection between places throughout the world are affected by distance and accessibility</li> <li>pose questions about the connections between places using the stems of ‘what do I feel’, ‘what would it be like to’ or ‘what effect’</li> <li>collect and record geographical data and information, for example, a survey, to identify the ways and frequency of people’s connections to other places in Australia, the countries of Asia, and across the world, and record</li> <li>collect and record geographical data and information, such as, the stories of Aboriginal peoples and Torres Strait Islander peoples, to identify reasons for people’s connection to other places and its maintenance, for example, through birth, residence and heritage.</li> <li>compare the influence of purpose, distance and accessibility on connections between people and places over time</li> <li>respond with ideas on how connections with a place often enable higher levels of care for a place</li> </ul> <p><b>Summative assessment: How are people and places connected? (Research Task)</b></p>	

		<p><b>Year 2 Achievement Standard</b></p> <p>By the end of Year 2, students <u>describe</u> a person, site and/or event of significance in the local community and <u>explain</u> why places are important to people. They <u>identify</u> how and why the lives of people have changed over time while others have remained the same. They <u>recognise</u> that the world is divided into geographic divisions and that places can be described at different scales. Students <u>describe</u> how people in different places are connected to each other and <u>identify</u> factors that influence these connections. They <u>recognise</u> that places have different meaning for different people and why the significant features of places should be preserved.</p> <p>Students <u>pose</u> questions about the past and familiar and unfamiliar objects and places. They <u>locate</u> information from observations and from sources provided. They <u>compare</u> objects from the past and present and <u>interpret</u> information and data to <u>identify</u> a point of view and <u>draw</u> simple conclusions. They <u>sequence</u> familiar objects and events in order and sort and <u>record</u> data in tables, plans and on labelled maps. They reflect on their learning to <u>suggest</u> ways to care for places and sites of significance. Students <u>develop</u> narratives about the past and communicate findings in a range of texts using language to <u>describe</u> direction, location and the passing of time.</p>	<p><b>Year 3 Achievement Standard</b></p> <p>By the end of Year 3, students <u>identify</u> individuals, events and aspects of the past that have significance in the present. They <u>identify</u> and <u>describe</u> aspects of their community that have changed and remained the same over time. They <u>describe</u> the diverse characteristics of different places at the local scale and <u>identify</u> and <u>describe</u> similarities and differences between the characteristics of these places. They <u>identify</u> connections between people and the characteristics of places. Students <u>explain</u> the role of rules in their community and the importance of making decisions democratically. They <u>identify</u> the importance of different celebrations and commemorations for different groups. They <u>explain</u> how and why people participate in and contribute to their communities.</p> <p>Students <u>pose</u> questions and <u>locate</u> and collect information from sources, including observations, to answer these questions. They <u>examine</u> information to <u>identify</u> a point of view and <u>interpret</u> data to <u>identify</u> and <u>describe</u> simple distributions. They <u>draw</u> simple conclusions and share their views on an issue. They <u>sequence</u> information about events and the lives of individuals in chronological order. They <u>record</u> and <u>represent</u> data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to <u>suggest</u> individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</p>	<p><b>Year 4 Achievement Standard</b></p> <p>By the end of Year 4, students <u>recognise</u> the significance of events in bringing about change and the importance of the environment. They <u>explain</u> how and why life changed in the past and <u>identify</u> aspects of the past that have remained the same. They <u>describe</u> the experiences of an individual or group in the past. They <u>describe</u> and <u>compare</u> the diverse characteristics of different places at local to national scales. Students <u>identify</u> the interconnections between components of the environment and between people and the environment. They <u>identify</u> structures that support their local community and <u>recognise</u> the importance of laws in society. They <u>describe</u> factors that shape a person’s identity and sense of belonging. They <u>identify</u> different views on how to <u>respond</u> to an issue or challenge.</p> <p>Students <u>develop</u> questions to <u>investigate</u>. They <u>locate</u> and collect information and data from different sources, including observations to answer these questions. When Examining information, they <u>distinguish</u> between facts and opinions and detect points of view. They <u>interpret</u> data and information to <u>identify</u> and <u>describe</u> distributions and simple patterns and <u>draw</u> conclusions. They share their points of view, respecting the views of others. Students <u>sequence</u> information about events and the lives of individuals in chronological order with reference to key dates. They sort, <u>record</u> and <u>represent</u> data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and <u>identify</u> the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>
3	<p><b>Inquiry question/s:</b></p> <ul style="list-style-type: none"> <li>What would it be like to live in a neighbouring country?</li> <li>How and why are places similar and different?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at the local scale, including representations of Australia and the location of Australia’s neighbouring countries</li> <li>understand the different climate types and their influence on the characteristics of places</li> <li>review unit inquiry questions</li> <li>recognise that a ‘place’ is a form of bounded space with each place having a location on the surface of the Earth</li> <li>recognise places important to Aboriginal peoples and Torres Strait peoples and how they are represented</li> <li>collect and record data and information to identify similarities and differences between the climates of different places</li> <li>identify the environmental and human characteristics of schools in Australia and Australia’s neighbouring countries using sources such as photographs, stories and maps</li> <li>interpret representations of places, for example, a globe, wall or atlas map, or digital application, and recognise their purpose, information provided, and use of cartographic conventions</li> <li>represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point</li> <li>identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries</li> </ul> <p><b>Summative assessment: Exploring similarities and differences in places near and far (Collection of work)</b></p>		<p>Consider excursion to Jezzine in preparation for Term 4 Unit</p>	<p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li>How do people’s feelings about places influence their views about the protection of places?</li> <li>How and why are places similar and different?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at the local scale in Australia and its neighbouring countries</li> <li>recognise the connections between people and places</li> <li>understand that as a visible characteristic of a place, climate is an important contributor to the identity of a place, and influences how and where people live</li> <li>pose questions for investigating a place of significance in Australia and in one of Australia neighbouring countries</li> <li>collect and record data and information by interviewing people about how their feelings and perceptions of places influences their views about the protection of places</li> <li>collect and record data and information to identify the influence of climate, settlement and demographic characteristics on the way people live in the selected places of significance</li> <li>interpret data and information to identify similarities and differences for selected places of significance</li> <li>form conclusions identify how climate, settlement and demography influence how people have live in the selected places of significance</li> <li>present findings, using geographical terms, identifying connections between people and places</li> <li>reflect on how to care for and respect places at the local scale.</li> <li>suggest action to protect and improve selected places of significance</li> </ul> <p><b>Summative assessment: Protecting places near and far (Research Task)</b></p>

		Year 3 Achievement Standard	Year 4 Achievement Standard	Year 5 Achievement Standard
		<p>By the end of Year 3, students <u>identify</u> individuals, events and aspects of the past that have significance in the present. They <u>identify</u> and <u>describe</u> aspects of their community that have changed and remained the same over time. They <u>describe</u> the diverse characteristics of different places at the local scale and <u>identify</u> and <u>describe</u> similarities and differences between the characteristics of these places. They <u>identify</u> connections between people and the characteristics of places. Students <u>explain</u> the role of rules in their community and the importance of making decisions democratically. They <u>identify</u> the importance of different celebrations and commemorations for different groups. They <u>explain</u> how and why people participate in and contribute to their communities.</p> <p>Students <u>pose</u> questions and <u>locate</u> and collect information from sources, including observations, to answer these questions. They <u>examine</u> information to <u>identify</u> a point of view and <u>interpret</u> data to <u>identify</u> and <u>describe</u> simple distributions. They <u>draw</u> simple conclusions and share their views on an issue. They <u>sequence</u> information about events and the lives of individuals in chronological order. They <u>record</u> and <u>represent</u> data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to <u>suggest</u> individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</p>	<p>By the end of Year 4, students <u>recognise</u> the significance of events in bringing about change and the importance of the environment. They <u>explain</u> how and why life changed in the past and <u>identify</u> aspects of the past that have remained the same. They <u>describe</u> the experiences of an individual or group in the past. They <u>describe</u> and <u>compare</u> the diverse characteristics of different places at local to national scales. Students <u>identify</u> the interconnections between components of the environment and between people and the environment. They <u>identify</u> structures that support their local community and <u>recognise</u> the importance of laws in society. They <u>describe</u> factors that shape a person’s identity and sense of belonging. They <u>identify</u> different views on how to <u>respond</u> to an issue or challenge.</p> <p>Students <u>develop</u> questions to <u>investigate</u>. They <u>locate</u> and collect information and data from different sources, including observations to answer these questions. When Examining information, they <u>distinguish</u> between facts and opinions and detect points of view. They <u>interpret</u> data and information to <u>identify</u> and <u>describe</u> distributions and simple patterns and <u>draw</u> conclusions. They share their points of view, respecting the views of others. Students <u>sequence</u> information about events and the lives of individuals in chronological order with reference to key dates. They sort, <u>record</u> and <u>represent</u> data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and <u>identify</u> the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>	<p>By the end of Year 5, students <u>describe</u> the significance of people and events/developments in bringing about change. They <u>identify</u> the causes and effects of change on particular communities and <u>describe</u> aspects of the past that have remained the same. They <u>describe</u> the experiences of different people in the past. Students <u>explain</u> the characteristics of places in different locations at local to national scales. They <u>identify</u> and <u>describe</u> the interconnections between people and the human and environmental characteristics of places, and between components of environments. They <u>identify</u> the effects of these interconnections on the characteristics of places and environments. Students <u>identify</u> the importance of values and processes to Australia’s democracy and <u>describe</u> the roles of different people in Australia’s legal system. They <u>recognise</u> that choices need to be made when allocating resources. They <u>describe</u> factors that influence their choices as consumers and <u>identify</u> strategies that can be used to inform these choices. They <u>describe</u> different views on how to <u>respond</u> to an issue or challenge.</p>
4	<p><b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li>How does the environment support the lives of people and other living things?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at the national scale, including Australia and the location of major countries in South America and Africa</li> <li>recognise the purpose and types of geographical questions</li> <li>explore the importance of environments to animals and people and how places are characterised by their environments</li> <li>collect and record geographical information from sources to identify how environments support animals and people</li> <li>use geographical tools and sources to identify and compare the characteristics of places, including the types of natural vegetation and native animals</li> <li>represent data by constructing tables and graphs</li> <li>represent the location of places and their features by constructing a large-scale map conforming to cartographic conventions, including scale, legend, title and north point</li> <li>interpret geographical information and data to identify patterns and distributions of the features of places</li> <li>interpret geographical information and data to identify different views on how environments should be protected, and form conclusions</li> <li>describe the location of places and their features using grid references, compass direction and distance</li> <li>describe and compare the characteristics of places in different locations at the national scale, using geographical terms.</li> </ul> <p><b>Summative assessment: Exploring environments and places (Collection of work)</b></p>			<p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"> <li>How do different views about the environment influence approaches to sustainability?</li> <li>How can people use places and environments more sustainably?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies of Australia</li> <li>develop geographical questions to investigate about the connections between resources provided by the environment and used by different groups of people</li> <li>compare how people adapt to, and alter environments</li> <li>recognise that sustainability is perceived in different ways by different groups, and involves careful use of resources and management of waste</li> <li>collect and record geographical information from sources to explore how the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples are shared and enacted in their custodial responsibility of places and environments</li> <li>collect and record information from sources to identify the perceptions of groups, including Aboriginal peoples and Torres Strait Islander peoples, on how the environment provides for people</li> <li>form conclusions about caring for the environment and Meeting the needs of people</li> <li>present findings, using geographical terms, reflect on learning to propose individual action on the ways people seek to improve or use resources more sustainably and identify the expected effects of their proposed action.</li> </ul> <p><b>Summative assessment: Using places more sustainably (Research Task)</b></p>



		Year 4 Achievement Standard	Year 5 Achievement Standard	Year 6 Achievement Standard
		<p>By the end of Year 4, students <u>recognise</u> the significance of events in bringing about change and the importance of the environment. They <u>explain</u> how and why life changed in the past and <u>identify</u> aspects of the past that have remained the same. They <u>describe</u> the experiences of an individual or group in the past. They <u>describe</u> and <u>compare</u> the diverse characteristics of different places at local to national scales. Students <u>identify</u> the interconnections between components of the environment and between people and the environment. They <u>identify</u> structures that support their local community and <u>recognise</u> the importance of laws in society. They <u>describe</u> factors that shape a person’s identity and sense of belonging. They <u>identify</u> different views on how to <u>respond</u> to an issue or challenge.</p> <p>Students <u>develop</u> questions to <u>investigate</u>. They <u>locate</u> and collect information and data from different sources, including observations to answer these questions. When Examining information, they <u>distinguish</u> between facts and opinions and detect points of view. They <u>interpret</u> data and information to <u>identify</u> and <u>describe</u> distributions and simple patterns and <u>draw</u> conclusions. They share their points of view, respecting the views of others. Students <u>sequence</u> information about events and the lives of individuals in chronological order with reference to key dates. They sort, <u>record</u> and <u>represent</u> data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and <u>identify</u> the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>	<p>By the end of Year 5, students <u>describe</u> the significance of people and events/developments in bringing about change. They <u>identify</u> the causes and effects of change on particular communities and <u>describe</u> aspects of the past that have remained the same. They <u>describe</u> the experiences of different people in the past. Students <u>explain</u> the characteristics of places in different locations at local to national scales. They <u>identify</u> and <u>describe</u> the interconnections between people and the human and environmental characteristics of places, and between components of environments. They <u>identify</u> the effects of these interconnections on the characteristics of places and environments. Students <u>identify</u> the importance of values and processes to Australia’s democracy and <u>describe</u> the roles of different people in Australia’s legal system. They <u>recognise</u> that choices need to be made when allocating resources. They <u>describe</u> factors that influence their choices as consumers and <u>identify</u> strategies that can be used to inform these choices. They <u>describe</u> different views on how to <u>respond</u> to an issue or challenge.</p> <p>Students <u>develop</u> questions for an investigation. They <u>locate</u> and collect data and information from a range of sources to answer inquiry questions. They <u>examine</u> sources to determine their purpose and to <u>identify</u> different viewpoints. They <u>interpret</u> data to <u>identify</u> and <u>describe</u> distributions, simple patterns and ends, and to infer relationships, and <u>suggest</u> conclusions based on evidence. Students <u>sequence</u> information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, <u>record</u> and <u>represent</u> data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</p>	<p>By the end of Year 6, students <u>explain</u> the significance of an event/development, an individual and/or group. They <u>identify</u> and <u>describe</u> continuities and changes for different groups in the past and present. They <u>describe</u> the causes and effects of change on society. They <u>compare</u> the experiences of different people in the past. Students <u>describe</u>, <u>compare</u> and <u>explain</u> the diverse characteristics of different places in different locations from local to global scales. They <u>describe</u> how people, places, communities and environments are diverse and globally interconnected and <u>identify</u> the effects of these interconnections over time. Students <u>explain</u> the importance of people, institutions and processes to Australia’s democracy and legal system. They <u>describe</u> the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students <u>recognise</u> why choices about the allocation of resources involve trade-offs. They <u>explain</u> why it is important to be informed when making consumer and financial decisions. They <u>identify</u> the purpose of business and <u>recognise</u> the different ways that businesses choose to provide goods and services. They <u>explain</u> different views on how to <u>respond</u> to an issue or challenge.</p> <p>Students <u>develop</u> appropriate questions to frame an investigation. They <u>locate</u> and collect useful data and information from primary and secondary sources. They <u>examine</u> sources to determine their origin and purpose and to <u>identify</u> different perspectives in the past and present. They <u>interpret</u> data to <u>identify</u>, <u>describe</u> and <u>compare</u> distributions, patterns and ends, and to infer relationships, and <u>evaluate</u> evidence to <u>draw</u> conclusions. Students <u>sequence</u> information about events, the lives of individuals and selected phenomena in chronological order and <u>represent</u> time by creating timelines. They <u>organise</u> and <u>represent</u> data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and <u>identify</u> the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and <u>describe</u> the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.</p>
5	<p><b>Inquiry question/s:</b></p> <ul style="list-style-type: none"><li><b>How do people and environments influence one another?</b></li></ul> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>draw on studies at the national scale, including Australia and the location of major countries in Europe and North America</li><li>recognise the purpose and types of geographical questions</li><li>collect and record relevant geographical data and information from secondary sources, to identify the influence of the environment on the human characteristics of places</li><li>collect and record relevant geographical data and information from secondary sources, to identify the influence people have had on environmental characteristics of places</li><li>collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of the humans on the environmental characteristics of a place</li><li>represent in a graphic form climate data for places and interpret the effect of climate on the environmental and human characteristics of a place</li><li>describe the location of selected countries in relative terms</li><li>construct large-scale and small-scale maps conforming to cartographic conventions to locate and label places and their major environmental and human characteristics</li><li>compare geographical information to identify patterns or ends in how people have responded to climatic conditions in places</li><li>describe the influence of environmental processes on the characteristics of places, and how people can affect change, using geographical terms.</li></ul> <p><b>Summative assessment: Exploring how people and places affect one another (Collection of work)</b></p>			<p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"><li><b>How do people influence the human characteristics of places and the management of spaces within them?</b></li><li><b>How can the impact of natural hazards on people and places be reduced?</b></li></ul> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>draw on studies at the national scale, including Australia</li><li>identify and describe how places are affected by the interconnection between people, places and environments</li><li>develop an inquiry question about responding to the geographical challenge of natural hazards, and plan an inquiry</li><li>collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of people on the human characteristics of places, including how the use of space within a place is organised</li><li>collect and record relevant geographical data and information from primary and secondary sources, using ethical protocols, on the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management</li><li>consider the usefulness of collected information</li><li>present findings, using geographical terms on the ways people respond to a geographical challenge</li><li>propose ways people can respond to a geographical challenge and identify the expected effects of their proposed action</li></ul> <p><b>Summative assessment: Exploring how places are changed and managed by people (Research Task)</b></p>



	<p><b>Year 5 Achievement Standard</b></p> <p>By the end of Year 5, students <a href="#">describe</a> the significance of people and events/developments in bringing about change. They <a href="#">identify</a> the causes and effects of change on particular communities and <a href="#">describe</a> aspects of the past that have remained the same. They <a href="#">describe</a> the experiences of different people in the past. Students <a href="#">explain</a> the characteristics of places in different locations at local to national scales. They <a href="#">identify</a> and <a href="#">describe</a> the interconnections between people and the human and environmental characteristics of places, and between components of environments. They <a href="#">identify</a> the effects of these interconnections on the characteristics of places and environments. Students <a href="#">identify</a> the importance of values and processes to Australia’s democracy and <a href="#">describe</a> the roles of different people in Australia’s legal system. They <a href="#">recognise</a> that choices need to be made when allocating resources. They <a href="#">describe</a> factors that influence their choices as consumers and <a href="#">identify</a> strategies that can be used to inform these choices. They <a href="#">describe</a> different views on how to <a href="#">respond</a> to an issue or challenge.</p> <p>Students <a href="#">develop</a> questions for an investigation. They <a href="#">locate</a> and collect data and information from a range of sources to answer inquiry questions. They <a href="#">examine</a> sources to determine their purpose and to <a href="#">identify</a> different viewpoints. They <a href="#">interpret</a> data to <a href="#">identify</a> and <a href="#">describe</a> distributions, simple patterns and ends, and to infer relationships, and <a href="#">suggest</a> conclusions based on evidence. Students <a href="#">sequence</a> information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, <a href="#">record</a> and <a href="#">represent</a> data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</p>	<p><b>Year 6 Achievement Standard</b></p> <p>By the end of Year 6, students <a href="#">explain</a> the significance of an event/development, an individual and/or group. They <a href="#">identify</a> and <a href="#">describe</a> continuities and changes for different groups in the past and present. They <a href="#">describe</a> the causes and effects of change on society. They <a href="#">compare</a> the experiences of different people in the past. Students <a href="#">describe</a>, <a href="#">compare</a> and <a href="#">explain</a> the diverse characteristics of different places in different locations from local to global scales. They <a href="#">describe</a> how people, places, communities and environments are diverse and globally interconnected and <a href="#">identify</a> the effects of these interconnections over time. Students <a href="#">explain</a> the importance of people, institutions and processes to Australia’s democracy and legal system. They <a href="#">describe</a> the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students <a href="#">recognise</a> why choices about the allocation of resources involve trade-offs. They <a href="#">explain</a> why it is important to be informed when making consumer and financial decisions. They <a href="#">identify</a> the purpose of business and <a href="#">recognise</a> the different ways that businesses choose to provide goods and services. They <a href="#">explain</a> different views on how to <a href="#">respond</a> to an issue or challenge.</p> <p>Students <a href="#">develop</a> appropriate questions to frame an investigation. They <a href="#">locate</a> and collect useful data and information from primary and secondary sources. They <a href="#">examine</a> sources to determine their origin and purpose and to <a href="#">identify</a> different perspectives in the past and present. They <a href="#">interpret</a> data to <a href="#">identify</a>, <a href="#">describe</a> and <a href="#">compare</a> distributions, patterns and ends, and to infer relationships, and <a href="#">evaluate</a> evidence to <a href="#">draw</a> conclusions. Students <a href="#">sequence</a> information about events, the lives of individuals and selected phenomena in chronological order and <a href="#">represent</a> time by creating timelines. They <a href="#">organise</a> and <a href="#">represent</a> data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and <a href="#">identify</a> the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and <a href="#">describe</a> the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.</p>	<p><b>Year 7 Achievement Standard</b></p> <p>By the end of Year 7, students <a href="#">explain</a> the role of groups and the significance of particular individuals in past societies. They <a href="#">suggest</a> reasons for continuity and change over time. They <a href="#">describe</a> the effects of change on societies, individuals and groups and <a href="#">describe</a> events and developments from the perspective of people who lived at the time. They <a href="#">identify</a> past events and developments that have been interpreted in different ways. Students <a href="#">describe</a> geographical processes that influence the characteristics of places. They <a href="#">explain</a> interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students <a href="#">identify</a> the ideas, values and principles that underpin the institutions and processes in Australia’s political and legal systems. They <a href="#">explain</a> the diverse nature of Australian society, and <a href="#">identify</a> the importance of shared values in contemporary Australian society. Students <a href="#">describe</a> the interdependence of consumers and producers in the market and <a href="#">identify</a> factors and strategies that contribute to the financial success of businesses and individuals. They <a href="#">identify</a> why individuals choose to work and the various sources of income that exist. Students <a href="#">recognise</a> that people have different perceptions of places, events and issues and <a href="#">explain</a> how this and other factors influence views on how to <a href="#">respond</a> to an issue or challenge.</p> <p>Students formulate significant questions and propositions to guide investigations. They <a href="#">locate</a> and collect useful data, information and evidence from a range of primary and secondary sources. They <a href="#">examine</a> sources to determine their origin, purpose and reliability and to <a href="#">identify</a> past and present values and perspectives. They <a href="#">interpret</a> and <a href="#">analyse</a> data to propose simple explanations for distributions, patterns, ends and relationships, and <a href="#">evaluate</a> and <a href="#">synthesise</a> evidence to <a href="#">draw</a> conclusions. Students <a href="#">sequence</a> events and developments within a chronological framework, using dating conventions to <a href="#">represent</a> and <a href="#">measure</a> time. They <a href="#">organise</a>, <a href="#">categorise</a> and <a href="#">represent</a> data in a range of appropriate formats using discipline-specific conventions. They make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and <a href="#">predict</a> the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms, conventions and concepts.</p>
6	<p><b>Inquiry question/s:</b></p> <ul style="list-style-type: none"><li><b>How do places, people and cultures differ across the world?</b></li></ul> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>draw on studies at different scales, including Australia and the location of the major countries in the Asia region</li><li>understand that the range environments across the world has led people to create communities characterised by diversity, for example, diversity in beliefs, economic activity and varied ways of living</li><li>use geographical tools to identify the geographical divisions of Asia, locate the major countries of Asia, and describe their relative and absolute location to Australia using direction and distance</li><li>collect and record relevant geographical data and information from secondary sources to identify the distribution of Indigenous or First peoples in selected countries in Asia and the Pacific</li><li>represent data in different forms</li><li>represent the location of places and their characteristics in different graphic forms, including constructing large-scale and small scale maps conforming to cartographic conventions</li><li>interpret data and other information to identify patterns and ends, and infer relationships between economic, demographic and social characteristics of selected countries in Asia and Australia</li><li>form conclusions about geographical diversity within Asia and that this diversity is expressed as differences in economic, demographic and social characteristics</li></ul> <p><b>Summative assessment: Exploring a diverse world (Collection of work)</b></p>	<p><b>Inquiry questions:</b></p> <ul style="list-style-type: none"><li><b>What are Australia’s global connections between people and places?</b></li><li><b>How do people’s connections to places affect their perception of them?</b></li></ul> <p>In this unit, students:</p> <ul style="list-style-type: none"><li>draw on studies at different scales, including Australia major countries of Asia or a region within Asia</li><li>understand that the characteristics of places are affected by global and local influences, and becoming increasingly connected at the same scale and across scales</li><li>develop an inquiry question about the ways people in their local community are connected to Asia or a selected country of Asia, and plan an inquiry guided by this question</li><li>collect and record relevant geographical data and information from primary and secondary sources on significant events that connect people and places throughout the world and the various connections Australia has with Asia or a selected country of Asia</li><li>collect and record relevant geographical data and information, using ethical protocols, from primary and/or secondary sources, on how these connections change people and places</li><li>evaluate sources for their usefulness</li><li>present findings, using geographical terms, on how connections between Australia and Asia or a selected country of Asia are reciprocal and interdependent, and have changed places and affected people</li><li>propose action on how to increase the awareness of the effect of people’s connections to and proximity of people to places has on their awareness and opinion of places in Asia or a selected country of Asia, and describe the expected effects of their proposal</li></ul> <p><b>Summative assessment: Australia’s connections with Asia (Research Task)</b></p>	

		TECHNOLOGIES - Design and Technologies, Digital Technologies 2 Year Plan			
2018/2019		Term 1	Term 2	Term 3	Term 4
TECHNOLOGIES - Design and Technologies, Digital Technologies	P		2018/19 P-1-2 Digital Technologies V8 Unit 1 "Computers Handy Helpers" (assess Part A <del>20 weeks</del> )	P-1-2 Design V8 Unit 1 "Spin It" (13 weeks)	2018/19 P-1-2 Digital Technologies V8 Unit 1 "Computers Handy Helpers" - intro Part C
	1		2018/19 P-1-2 Digital Technologies V8 Unit 1 "Computers Handy Helpers" ( <del>20 weeks</del> ) – assess Part A and C only  Complements U3 Maths	P-1-2 Design V8 Unit 3 "It's Showtime" (13 weeks)  Complements English U4?	2018/19 P-1-2 Digital Technologies V8 Unit 1 "Computers Handy Helpers" – introduce Part B
	2	2018/19 P-1-2 Digital Technologies V8 Unit 1 "Computers Handy Helpers" (20 weeks) – full unit  Complements U2 Maths		P-1-2 Design V8 Unit 2 "Grow, Grow, Grow" (13 weeks)  Complements Science U3	
	3	2018 3-4 Digital V8 Unit 1 "What digital systems do you use" (10 weeks) – aligns with Science U1 Complements Science U1-4  2019 3-4 Digital V8 Unit 1 "What digital systems do you use" (13 weeks)		3-4 Design V8 Unit 2 "What's for Lunch?" (10 weeks)  Complements History?	
	4		2018 3-4 Digital V8 Unit 1 "Digital Systems" (10 weeks)  2019 3-4 Digital V8 Unit 2 "What's your waste footprint?" (10weeks)	3-4 Design V8 Unit 1 "Repurpose it" (10 weeks)  Complements Science U3 Material Use	2019 - 3-4 Design Unit 3 "Pinball Wizard" (10 weeks) complements Science U4 Fast Forces– already taught in Year 3 2017, remove for 2018 only - V8 – Pinball Paradise
	5		2018 5-6 Digital V8 Unit 1 "A-mazeing Digital systems" (20 weeks)  2019 - 5-6 Digital V8 Unit 1 "A-mazeing Digital systems" (20 wks)	<del>5-6 Design Unit 1 "Quench" (20 weeks)–</del> V8 Unit 1 "Harvesting Good Health" (20 weeks) ***only 3 Design units in V8	
	6	2018 5-6 Digital V8 Unit 1 "A-mazeing Digital systems" (20 weeks) 2019 5-6 Digital V8 Unit 2 "Data changing our World" (20 weeks)- replaces	5-6 Design V8 Unit 2 "Engineering: Hands Off" (10 weeks) – reported in Semester 2  Complements U2 Science	5-6 Design Unit 3 – "Food and fibre production: Sow and Grow" (20 weeks) 5-6 Design V8 Unit 3-4 "Design for Nature" (10 weeks)	

2018/2019		Term 1	Term 2	Term 3	Term 4
Technology (digital) P-yr6	P-2	<b>Foundation to Year 2 Achievement Standard</b>  By the end of Year 2, students identify how common digital systems (hardware and software) are used to Meet specific purposes. They use digital systems to represent simple patterns in data in different ways.  Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.		<b>Years 3 and 4 Achievement Standard</b>  By the end of Year 4, students <u>describe</u> how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They <u>explain</u> how the same data sets can be represented in different ways.  Students define simple problems, <u>design</u> and implement digital solutions using algorithms that involve decision-making and user input. They <u>explain</u> how the solutions Meet their purposes. They collect and <u>manipulate</u> different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and <u>describe</u> how information systems are used.	
	P	<b>Unit 1 – Computers: Handy helpers – Part A</b>  In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: <ul style="list-style-type: none"> <li>• explore and describe how digital and information systems are used for particular purposes in daily life</li> <li>• collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li> <li>• describe, follow and apply a sequence of steps and decisions (algorithms) to solve problems in non-digital and digital contexts</li> <li>• develop foundational skills in computational and systems thinking when solving problems</li> <li>• work with others to create and organise ideas and information in a safe online environment</li> </ul> Develop foundational skills in computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information.  Summative assessment: Collection of work			
	1	<b>Unit 1 – Computers: Handy helpers – Part A and B</b>  In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: <ul style="list-style-type: none"> <li>• explore and describe how digital and information systems are used for particular purposes in daily life</li> <li>• collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li> <li>• describe, follow and apply a sequence of steps and decisions (algorithms) to solve problems in non-digital and digital contexts</li> <li>• develop foundational skills in computational and systems thinking when solving problems</li> <li>• work with others to create and organise ideas and information in a safe online environment</li> </ul> Develop foundational skills in computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information.  Summative assessment: Collection of work			
	2	<b>Unit 1 – Computers: Handy helpers</b>  In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: <ul style="list-style-type: none"> <li>• explore and describe how digital and information systems are used for particular purposes in daily life</li> <li>• collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li> <li>• describe, follow and apply a sequence of steps and decisions (algorithms) to solve problems in non-digital and digital contexts</li> <li>• develop foundational skills in computational and systems thinking when solving problems</li> <li>• work with others to create and organise ideas and information in a safe online environment</li> </ul> Develop foundational skills in computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information.  <b>Summative assessment: Collection of work</b>			

3	<p><b>Foundation to Year 2 Achievement Standard</b></p> <p>By the end of Year 2, students identify how common digital systems (hardware and software) are used to Meet specific purposes. They use digital systems to represent simple patterns in data in different ways.</p> <p>Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.</p>	<p><b>Years 3 and 4 Achievement Standard</b></p> <p>By the end of Year 4, students <u>describe</u> how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They <u>explain</u> how the same data sets can be represented in different ways. Students define simple problems, <u>design</u> and implement digital solutions using algorithms that involve decision-making and user input. They <u>explain</u> how the solutions Meet their purposes. They collect and <u>manipulate</u> different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and <u>describe</u> how information systems are used.</p>	<p><b>Years 5 and 6 Achievement Standard</b></p> <p>By the end of Year 6, students <u>explain</u> the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They <u>explain</u> how digital systems use whole numbers as a basis for representing a variety of data types.</p> <p>Students define problems in terms of data and functional requirements and <u>design</u> solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface <u>design</u> into their designs and implement their digital solutions, including a visual program. They <u>explain</u> how information systems and their solutions Meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.</p>
	<p><b>Unit 1 – What digital systems do you use?</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• define simple problems and identify needs</li> <li>• develop technical skills in using a visual programming language to create a digital solution</li> <li>• describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language</li> <li>• implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game</li> <li>• explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs</li> <li>• develop skills in computational and systems thinking when solving simple problems and creating solutions.</li> </ul> <p><b>Summative assessment: Collection of work</b></p>		
4	<p><b>2018 Unit 1 – What digital systems do you use?</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• define simple problems and identify needs</li> <li>• develop technical skills in using a visual programming language to create a digital solution</li> <li>• describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language</li> <li>• implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game</li> <li>• explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs</li> <li>• develop skills in computational and systems thinking when solving simple problems and creating solutions.</li> </ul> <p><b>Summative assessment: Collection of work</b></p> <p><b>2019 Unit 2 – What’s your waste footprint?</b></p> <p>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 or community issue (such as how lunch waste can be reduced). They will:</p> <ul style="list-style-type: none"> <li>• recognise different types of data and represent the same data in different ways</li> <li>• collect, access and present data as information using simple software (such as spreadsheets)</li> <li>• explore and describe how a range of common information systems present data as information to meet personal, school and community needs</li> <li>• develop skills in computational and systems thinking when solving problems and creating solutions</li> <li>• plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols</li> <li>• explain how existing information systems meet personal, school and community needs.</li> </ul> <p>(Aligns with Geography Unit 2 – Sustainable Resources)</p>		



5	<p><b>Years 3 and 4 Achievement Standard</b></p> <p>By the end of Year 4, students <u>describe</u> how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They <u>explain</u> how the same data sets can be represented in different ways. Students define simple problems, <u>design</u> and implement digital solutions using algorithms that involve decision-making and user input. They <u>explain</u> how the solutions Meet their purposes. They collect and <u>manipulate</u> different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and <u>describe</u> how information systems are used.</p>	<p><b>Years 5 and 6 Achievement Standard</b></p> <p>By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types.</p> <p>Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions Meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.</p>	<p><b>Years 7 and 8 Achievement Standard</b></p> <p>By the end of Year 8, students <u>distinguish</u> between different types of networks and defined purposes. They <u>explain</u> how text, image and audio data can be represented, secured and presented in digital systems.</p> <p>Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students <u>design</u> user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They <u>evaluate</u> information systems and their solutions in terms of Meeting needs, innovation and sustainability. They <u>analyse</u> and <u>evaluate</u> data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online</p>
	<p><b>Unit 1 – A-maze-ing digital designs</b></p> <p>In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> <li>investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems</li> <li>following, modifying and designing algorithms that include branching and repetition</li> <li>developing skills in using a visual programming language within a maze game context</li> <li>working collaboratively to create a new maze game.</li> </ul> <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> <li>define problems by identifying appropriate data and functional requirements</li> <li>design a user interface, considering design principles</li> <li>follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game</li> <li>implement their game using visual programming</li> <li>evaluate how well their solutions meet needs</li> <li>plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online.</li> </ul> <p><b>Summative assessment: Collection of work</b></p>		
6	<p><b>2018 Unit 1 – A-maze-ing digital designs</b></p> <p>In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> <li>investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems</li> <li>following, modifying and designing algorithms that include branching and repetition</li> <li>developing skills in using a visual programming language within a maze game context</li> <li>working collaboratively to create a new maze game.</li> </ul> <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> <li>define problems by identifying appropriate data and functional requirements</li> <li>design a user interface, considering design principles</li> <li>follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game</li> <li>implement their game using visual programming</li> <li>evaluate how well their solutions meet needs</li> <li>plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online.</li> </ul> <p><b>Summative assessment: Collection of work</b></p> <p><b>2019 Unit 2 – Data changing our world</b></p> <p>In this unit 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"> <li>exploring how community organisations collect data and present information to meet community needs</li> <li>visualising data to create information that is easily understood</li> <li>creating a data-driven solution that processes user input to provide information about a reading challenge.</li> </ul> <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p>		

	<ul style="list-style-type: none"><li>• explore information systems, including systems that deliver community information, and explain how they meet needs</li><li>• examine how digital information systems use whole numbers to represent all data</li><li>• collect, manage and analyse data using a range of software (such as spreadsheets)</li><li>• interpret and visualise data to create information</li><li>• define problems by considering the need, the required data, the audience and what features need to be included</li><li>• implement a digital solution to solve a defined problem</li><li>• apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and represent information in ethical ways.</li></ul> <p><i>Summative assessment: Collection of work</i></p>	
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		Term 1	Term 2	Term 3	Term 4
TECHNOLOGY (Design) - P to Yr 6	P	<b>Foundation to Year 2 Achievement Standard</b> By the end of Year 2, students <u>describe</u> the purpose of familiar products, services and environments and how they Meet the needs of users and affect others and environments. They <u>identify</u> the features and uses of technologies for each of the prescribed technologies contexts.  With guidance, students create designed solutions for each of the prescribed technologies contexts. They <u>describe</u> given needs or opportunities. Students create and <u>evaluate</u> their ideas and designed solutions based on personal preferences. They communicate <u>design</u> ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students <u>demonstrate</u> safe use of tools and equipment when producing designed solutions.		<b>Years 3 and 4 Achievement Standard</b> By the end of Year 4, students <u>explain</u> how products, services and environments are designed to best Meet needs of communities and their environments. They <u>describe</u> contributions of people in <u>design</u> and technologies occupations. Students <u>describe</u> how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.  Students create designed solutions for each of the prescribed technologies contexts. They <u>explain</u> needs or opportunities and <u>evaluate</u> ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They <u>develop</u> and expand <u>design</u> ideas and communicate these using models and drawings including annotations and symbols. Students plan and <u>sequence</u> major steps in <u>design</u> and production. They <u>identify</u> appropriate technologies and techniques and <u>demonstrate</u> safe work practices when producing designed solutions.	
				<b>Unit 1 – Engineering principles and systems: Spin it!</b> In this unit, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described.  Students will apply processes and production skills, in: <ul style="list-style-type: none"> <li>• investigating spinning toys from around the world, and analysing how they are made and how they work</li> <li>• generating and developing design ideas, and communicating these using simple drawings</li> <li>• producing a functional product that appeals to the client</li> <li>• evaluating their design and production processes</li> <li>• collaborating and managing by working with others and by sequencing the steps for the project.</li> </ul> <b>Summative assessment: Assignment/project</b>	
	1			<b>Unit 3 – Materials and technologies specialisations: It’s Showtime!</b> <b>Materials and technologies specialisations</b> In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show. Students will apply processes and production skills, in: <ul style="list-style-type: none"> <li>• investigating materials, technologies for shaping and joining, and how designs meet people’s needs</li> <li>• generating and developing design ideas</li> <li>• producing a puppet that meets the design brief</li> <li>• evaluating their design and production processes</li> <li>• collaborating and managing by working with others and by sequencing the steps for the project.</li> </ul> <b>Summative assessment: Assignment/project</b>	
	2			<b>Unit 2 – Food and fibre production and Food specialisations: Grow, grow, grow</b> In this unit, students will explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They will design solutions for a farm to enable successful food and fibre production and make a food product from garden produce. Students will apply processes and production skills, in: <ul style="list-style-type: none"> <li>• investigating how food and fibre are grown to meet human needs</li> <li>• generating and developing design ideas for a functional growing environment</li> <li>• producing a simple drawing that represents their design</li> <li>• evaluating their design and presentation processes, using personal preferences</li> <li>• collaborating by working with others and managing by following sequenced steps for the project.</li> </ul> <b>Summative assessment: Assignment/project</b> (Aligns with Science U3 – Good to Grow)	

	3	Foundation to Year 2 Achievement Standard	Years 3 and 4 Achievement Standard	Years 5 and 6 Achievement Standard
		<p>By the end of Year 2, students <u>describe</u> the purpose of familiar products, services and environments and how they Meet the needs of users and affect others and environments. They <u>identify</u> the features and uses of technologies for each of the prescribed technologies contexts.</p> <p>With guidance, students create designed solutions for each of the prescribed technologies contexts. They <u>describe</u> given needs or opportunities. Students create and <u>evaluate</u> their ideas and designed solutions based on personal preferences. They communicate <u>design</u> ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students <u>demonstrate</u> safe use of tools and equipment when producing designed solutions.</p>	<p>By the end of Year 4, students <u>explain</u> how products, services and environments are designed to best Meet needs of communities and their environments. They <u>describe</u> contributions of people in <u>design</u> and technologies occupations. Students <u>describe</u> how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts. They <u>explain</u> needs or opportunities and <u>evaluate</u> ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They <u>develop</u> and expand <u>design</u> ideas and communicate these using models and drawings including annotations and symbols. Students plan and <u>sequence</u> major steps in <u>design</u> and production. They <u>identify</u> appropriate technologies and techniques and <u>demonstrate</u> safe work practices when producing designed solutions.</p>	<p>By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to Meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.</p>
			<p><b>Unit 2 – Food and fibre production and Food specialisations: What’s for lunch?</b></p> <p>In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.</p> <p>They explore how people in different times developed food and fibre technologies to meet human needs.</p> <p>Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> <li>investigating by: <ul style="list-style-type: none"> <li>exploring traditional food and fibre production and food technologies</li> <li>identifying contemporary technologies for growing food and fibre and preserving and preparing foods</li> </ul> </li> <li>generating, developing and communicating design ideas for a food product</li> <li>producing by working safely with equipment and ingredients to create a food product</li> <li>evaluating design ideas and processes for the product</li> <li>collaborating as well as working individually throughout the design and production process</li> <li>managing by sequencing production steps.</li> </ul> <p><b>Summative assessment: Assignment/project</b></p> <p><b>Aligns with History Unit 2 – Change and Continuity</b></p>	
	4		<p><b>U1 – Materials and technologies specialisations: Repurpose it”</b></p> <p>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.</p> <p>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.</p> <p>Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> <li>investigating by: <ul style="list-style-type: none"> <li>communicating with client and critiquing needs or opportunities for designs</li> <li>testing materials including fabrics and exploring techniques for shaping and joining them</li> <li>identifying examples of recycling, up-cycling and re-using</li> </ul> </li> <li>generating design ideas for a useful item and communicating them with annotated design drawings</li> <li>producing a useful item by selecting relevant tools and resources and using them safely</li> <li>evaluating design ideas, processes and solutions</li> <li>collaborating as well as working individually throughout the process</li> <li>managing by sequencing production steps.</li> </ul> <p><b>Summative assessment: Assignment/project</b></p> <p><b>Aligns with Science Unit 3 – Material Use</b></p>	<p><b>Unit 3 — Engineering principles and systems: Pinball wizard</b> (Taught in 2017 Year 3 – remove for 2018 only while digital technology is introduced)</p> <p>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.</p> <p>They explore the role of people in engineering technology occupations and how they address factors that meet client needs.</p> <p>Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> <li>investigating by: <ul style="list-style-type: none"> <li>exploring games with moving parts</li> <li>testing materials, tools and techniques</li> <li>exploring techniques for shaping and joining materials and creating mechanisms</li> </ul> </li> <li>generating, developing and communicating design ideas for: <ul style="list-style-type: none"> <li>a pinball machine</li> <li>a games room environment</li> </ul> </li> <li>producing by working safely with components and materials to create a functioning product</li> <li>evaluating design ideas and processes for the product and environment</li> <li>collaborating as well as working individually throughout the design and production</li> <li>managing by sequencing production steps.</li> </ul> <p><b>Aligns with Science Unit 4 “Fast Forces”</b></p>



	<p><b>5 Years 3 and 4 Achievement Standard</b></p> <p>By the end of Year 4, students <u>explain</u> how products, services and environments are designed to best Meet needs of communities and their environments. They <u>describe</u> contributions of people in <u>design</u> and technologies occupations. Students <u>describe</u> how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts. They <u>explain</u> needs or opportunities and <u>evaluate</u> ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They <u>develop</u> and expand <u>design</u> ideas and communicate these using models and drawings including annotations and symbols. Students plan and <u>sequence</u> major steps in <u>design</u> and production. They <u>identify</u> appropriate technologies and techniques and <u>demonstrate</u> safe work practices when producing designed solutions.</p>	<p><b>Years 5 and 6 Achievement Standard</b></p> <p>By the end of Year 6, students <u>describe</u> competing considerations in the <u>design</u> of products, services and environments, taking into account sustainability. They <u>describe</u> how <u>design</u> and technologies contribute to Meeting present and future needs. Students <u>explain</u> how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They <u>suggest</u> criteria for success, including sustainability considerations, and use these to <u>evaluate</u> their ideas and designed solutions. They combine <u>design</u> ideas and communicate these to audiences using graphical representation techniques and technical terms. Students <u>record</u> project plans including production processes. They <u>select</u> and use appropriate technologies and techniques correctly and safely to produce designed solutions.</p>	<p><b>Years 7 and 8 Achievement Standard</b></p> <p>By the end of Year 8, students explain factors that influence the design of products, services and environments to Meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.</p>
		<p><b>V8 Unit 1 “Harvesting Good Health” (20 weeks)</b></p> <p>In this unit, students will explore how competing factors and technologies influence the design of a sustainable service. This service provides a plant for the preparation of a healthy food product.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> <li>Investigating: <ul style="list-style-type: none"> <li>healthy food choices and food preparation techniques;</li> <li>plant growth requirements and production systems;</li> <li>design needs and opportunities;</li> <li>issues, including sustainability, which affect designs; and</li> <li>the characteristics of materials, tools and techniques in relation to the design challenge.</li> </ul> </li> <li>Generating designs, criteria for success, an annotated diagram of a sustainable plant service and a production plan.</li> <li>Producing a plant service to enable the preparation of a healthy food product.</li> <li>Evaluating their design and production processes.</li> <li>Collaborating and managing by working with others and by following the steps for the project.</li> </ul> <p>Aligns with Health Unit 2 – Healthy Habits</p>	<p><b>V8 Unit 3 – Materials and technologies specialisations: Design for nature</b></p> <p>In this unit, 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.</p> <p>They will examine the role of people in a range of technologies occupations and the tools and techniques they use.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> <li>Investigating by: <ul style="list-style-type: none"> <li>the analysis of needs and opportunities for designing</li> <li>the analysis of technologies and design features used in wildlife management</li> <li>the testing of tools and techniques with a range of materials</li> </ul> </li> <li>Generating and documenting design ideas for a wildlife management product</li> <li>Producing a wildlife management product for an identified need</li> <li>Evaluating design ideas, processes and solutions against negotiated criteria for success</li> <li>Collaborating as well as working individually throughout the process</li> <li>Managing by developing project plans that include resources.</li> </ul>
	<p><b>6 Reported in Semester 2</b></p> <p><b>V8 Unit 2 – Engineering principles and systems: Hands off</b></p> <p>In this unit, 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.</p> <p>They will examine the role of people in engineering technology occupations in developing solutions for current and future use.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> <li>Investigating by: <ul style="list-style-type: none"> <li>the analysis of technologies applied in security systems</li> <li>the testing of circuits and devices that control movement, sound or light</li> </ul> </li> <li>Generating and documenting design ideas for securing environments using technical terms and graphical representation techniques</li> <li>Producing a functional device by safely using materials, components, tools and techniques</li> <li>Evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability</li> <li>Collaborating as well as working individually throughout the process</li> <li>Managing by developing project plans that include resources.</li> </ul>		

HPE – Personal, Social and Community Health – P to Yr 6 Semester 2	P	<b>Foundation Year Achievement Standard</b>  By the end of Foundation Year, students <u>recognise</u> how they are growing and changing. They <u>identify</u> and <u>describe</u> the different emotions people experience. They <u>identify</u> actions that help them be healthy, safe and physically active. They <u>identify</u> different settings where they can be active and <u>demonstrate</u> how to move and play safely. They <u>describe</u> how their body responds to movement.  Students use personal and social skills when working with others in a range of activities. They <u>demonstrate</u> , with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and <u>solve</u> movement challenges.		<b>Years 1 and 2 Achievement Standard</b>  By the end of Year 2, students <u>describe</u> changes that occur as they grow older. They <u>recognise</u> how strengths and achievements contribute to identities. They <u>identify</u> how emotional responses impact on others’ feelings. They <u>examine</u> messages related to health decisions and <u>describe</u> how to keep themselves and others healthy, safe and physically active. They <u>identify</u> areas where they can be active and how the body reacts to different physical activities.  Students <u>demonstrate</u> positive ways to interact with others. They <u>select</u> and <u>apply</u> strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They <u>demonstrate</u> fundamental movement skills in a variety of movement sequences and situations and test alternatives to <u>solve</u> movement challenges. They perform movement sequences that incorporate the elements of movement.	
		<b>Unit 1 – I can do it!</b> Students explore information about what makes them unique and their strengths and achievements. They participate in play. Students: <ul style="list-style-type: none"><li>• understand that they are an individual with unique qualities</li><li>• identify different settings where they can be active</li><li>• describe actions that help keep them safe</li><li>• recognise and name emotions people may experience in different situations</li><li>• understand reasons for varying individual emotional responses in similar situations</li><li>• practise using strategies to support trying and success when faced with challenges.</li></ul> <b>Summative Assessment: Collection of Work</b>  <b>Life Education Program: Harold’ Friendship</b>	<b>Unit 2 – I am Growing and changing</b> Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity.  Students: <ul style="list-style-type: none"><li>• explore how bodies grow and change by identifying the body parts and individual characteristics</li><li>• identify and explore how we look after our bodies</li><li>• investigate the importance of activity to look after our body</li><li>• identify who helps me keep healthy and active.</li></ul> <b>Summative Assessment: Collection of Work</b>	<b>Unit 3 – Looking out for others</b>  <b>Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings.</b>  <b>Students:</b> <ul style="list-style-type: none"><li>• explore different ways of communicating emotions including facial, physical and verbal expressions</li><li>• understand how emotional responses may differ between people and in different situations</li><li>• understand the personal and social skills that can be used to interact with others</li><li>• practise working cooperatively and including others in group situations.</li></ul>	<b>Unit 4 – I am safe</b>  <b>Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</b>  <b>Students:</b> <ul style="list-style-type: none"><li>• understand what children should do to keep themselves safe in different situations</li><li>• understand the dangers of different places and things in a household</li><li>• understand how following rules can keep children safe at home</li><li>• understand the safe behaviours to follow with medicines and around poisons</li><li>• understand the hazards associated with different water areas and how to stay safe in and around water</li><li>• understand how fires start and how to be safe in fire emergencies</li><li>• describe and demonstrate protective behaviours and actions that help keep them safe in various situations.</li></ul> <b>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</b>

	<p><b>Years 1 and 2 Achievement Standard</b></p> <p>By the end of Year 2, students <u>describe</u> changes that occur as they grow older. They <u>recognise</u> how strengths and achievements contribute to identities. They <u>identify</u> how emotional responses impact on others’ feelings. They <u>examine</u> messages related to health decisions and <u>describe</u> how to keep themselves and others healthy, safe and physically active. They <u>identify</u> areas where they can be active and how the body reacts to different physical activities.</p> <p>Students <u>demonstrate</u> positive ways to interact with others. They <u>select</u> and <u>apply</u> strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They <u>demonstrate</u> fundamental movement skills in a variety of movement sequences and situations and test alternatives to <u>solve</u> movement challenges. They perform movement sequences that incorporate the elements of movement.</p>		<p><b>Years 3 and 4 Achievement Standard</b></p> <p>By the end of Year 4, students <u>recognise</u> strategies for managing change. They <u>identify</u> influences that strengthen identities. They <u>investigate</u> how emotional responses vary and <u>understand</u> how to interact positively with others in a variety of situations. Students <u>interpret</u> health messages and <u>discuss</u> the influences on healthy and safe choices. They <u>understand</u> the benefits of being healthy and physically active. They <u>describe</u> the connections they have to their community and <u>identify</u> local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students <u>apply</u> strategies for working cooperatively and <u>apply</u> rules fairly. They use decision-making and problem-solving skills to <u>select</u> and <u>demonstrate</u> strategies that help them stay safe, healthy and active. They refine fundamental movement skills and <u>apply</u> movement concepts and strategies in a variety of physical activities and to <u>solve</u> movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	
	<p><b>1</b></p> <p>Unit 1 – A little independence</p> <p>Students describe physical and social changes that occur as they grow. They recognise their own and others’ strengths and achievements and discuss how these contribute to identities. Students recognise similarities and differences in individuals and groups.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>describe changes that occur as individuals grow older</li> <li>describe how family and community acknowledge changes</li> <li>recognise similarities and differences in individuals.</li> <li>identify factors that influence personal identities.</li> <li>discuss how differences and similarities are celebrated and respected.</li> </ul> <p><b>Summative Assessment: Collection of Work</b></p>	<p>Unit 2 – Good choices, healthy me</p> <p>Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students describe actions that keep themselves and others healthy in different situations.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>understand the meaning of being healthy</li> <li>recognise situations and opportunities to promote health.</li> <li>understand the relationship between personal actions and being healthy</li> <li>identify and explain actions related to health messages</li> <li>recognise situations and opportunities to promote healthy choices</li> <li>explore actions that help make their classroom a healthy and active place</li> <li>identify and explore natural and built environments in their local community where physical activity can take place</li> <li>consider health messages when making health decisions and selecting healthy actions</li> <li>recognise situations and opportunities to make healthy decisions</li> <li>understand how to use the decision- making steps to make healthy choices.</li> </ul> <p><b>Summative Assessment: Collection of Work</b></p>	<p><b>Unit 3 – We all belong</b></p> <p><b>Students recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others’ feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>examine strengths and achievements and how they contribute to identity</b></li> <li><b>understand different ways to demonstrate respect</b></li> <li><b>understand how emotional responses influence their own and others’ feelings</b></li> <li><b>explore ways to help themselves and others feel they belong</b></li> <li><b>practise strategies to be friendly and include others.</b></li> </ul>	<p>Unit 4 – My safety, my responsibilities</p> <p>Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>examine safe and unsafe situations and strategies to keep safe</li> <li>recognise and rehearse strategies that help keep them safe</li> <li>explore how responsibilities increase as they grow older</li> <li>examine situations where they may need to seek help from others</li> <li>recognise safety clues and rehearse strategies they can use to seek help.</li> </ul> <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p> <p><b>Lie Education Program: Safety rules</b></p>
	<p><b>2</b></p> <p><b><i>Unit 1 – My classroom is healthy, safe and fun</i></b></p> <p><b><i>Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others’ healthy and safe in and outside their classroom.</i></b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b><i>understand what health means</i></b></li> <li><b><i>understand what makes the classroom a healthy and safe environment</i></b></li> <li><b><i>understand the actions that can be taken to keep themselves and others healthy and safe in and outside the classroom.</i></b></li> </ul> <p><b>Summative Assessment: Research</b></p>	<p>Unit 2 – Our culture</p> <p>Students explore what shapes their own, their family and classroom’s identity. They examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students explore how different strengths and achievements are recognised and celebrated.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>recognise the influences that shape personal, family and classroom identities</li> <li>examine how different characteristics make people, families and classrooms unique</li> <li>recognise similarities and differences between individuals and within a group</li> <li>identify the feelings people experience when included in groups and excluded from groups</li> <li>recognise that people have different strengths and achievements</li> <li>recognise ways to show respect towards others’ similarities and differences.</li> </ul> <p><b>Summative Assessment: Research</b></p>	<p><b>Unit 3 – Stay safe</b></p> <p><b>Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>understand their personal responsibility in staying safe</b></li> <li><b>understand how to stay safe in the wider community</b></li> <li><b>recognise the clues that can be used to recognise safe and unsafe situations</b></li> <li><b>understand the emotions they feel in response to safe and unsafe situations</b></li> <li><b>identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary</b></li> <li><b>examine sun safe strategies to promote their own health, safety and wellbeing.</b></li> </ul>	<p><b>Unit 4 – Message targets</b></p> <p><b>Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others health and wellbeing.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>understand advertising techniques and the purpose of advertising</b></li> <li><b>interpret health messages and how they influence people’s decisions and behaviours</b></li> <li><b>understand how advertisements are used to promote healthy behaviours</b></li> <li><b>recognise how to make decisions that promote their own health and wellbeing</b></li> <li><b>use their knowledge of advertising and health messages to create a health promoting poster.</b></li> </ul> <p><b>Life Education Program: Growing Good Friends</b></p>

	<p><b>Years 3 and 4 Achievement Standard</b></p> <p>By the end of Year 4, students <u>recognise</u> strategies for managing change. They <u>identify</u> influences that strengthen identities. They <u>investigate</u> how emotional responses vary and <u>understand</u> how to interact positively with others in a variety of situations. Students <u>interpret</u> health messages and <u>discuss</u> the influences on healthy and safe choices. They <u>understand</u> the benefits of being healthy and physically active. They <u>describe</u> the connections they have to their community and <u>identify</u> local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students <u>apply</u> strategies for working cooperatively and <u>apply</u> rules fairly. They use decision-making and problem-solving skills to <u>select</u> and <u>demonstrate</u> strategies that help them stay safe, healthy and active. They refine fundamental movement skills and <u>apply</u> movement concepts and strategies in a variety of physical activities and to <u>solve</u> movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<p><b>Years 5 and 6 Achievement Standard</b></p> <p>By the end of Year 6, students <u>investigate</u> developmental changes and transitions. They <u>explain</u> the influence of people and places on identities. They <u>recognise</u> the influence of emotions on behaviours and <u>discuss</u> factors that influence how people interact. They <u>describe</u> their own and others’ contributions to health, physical activity, safety and wellbeing. They <u>describe</u> the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They <u>examine</u> how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students <u>demonstrate</u> fair play and skills to work collaboratively. They access and <u>interpret</u> health information and <u>apply</u> decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and <u>solve</u> movement challenges. They <u>apply</u> the elements of movement when composing and performing movement sequences.</p>		
3	<p><b>Unit 1 – Good friends</b></p> <p>Students investigate how emotional responses vary and understand how being a good friend helps them to interact positively with others in a variety of situations. They recognise strategies for managing change and identify how Meeting challenges strengthens identity.</p> <p>Students:</p> <ul style="list-style-type: none"><li>• explore a range of emotions and factors that influence and strengthen self-identity</li><li>• understand the basis of friendships</li><li>• examine the benefits of positive social interaction.</li><li>• investigate how conflict in relationships can be managed.</li><li>• explore roles and responsibilities within respectful friendships.</li></ul> <p>Summative Assessment: Research</p> <p>Life Education Program: Harold’s diary</p>	<p><b>Unit 2 – Feeling Safe</b></p> <p>Students explore risk taking behaviours, their rights and responsibilities and decision making strategies. They explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe.</p> <p>Students:</p> <ul style="list-style-type: none"><li>• determine the difference between feeling safe and unsafe</li><li>• establish personal safety guidelines in relation to private parts of the body</li><li>• develop the concept of children’s rights</li><li>• examine how rules and laws contribute to safety</li><li>• develop an awareness of the environment by recognising safety clues</li><li>• understand how emotional responses vary in depth and strength in different situations</li><li>• investigate strategies to reduce bullying and promote positive interaction</li><li>• investigate the effects of risk- taking behaviour</li><li>• develop strategies to reduce and manage situations involving risk.</li></ul> <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p> <p>Summative Assessment: Research</p>	<p><b>Unit 3 – Healthy futures</b></p> <p>Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.</p> <p>Students:</p> <ul style="list-style-type: none"><li>• explore sustainability practices that demonstrate respect for the environment</li><li>• make connections between sustainability and personal health</li><li>• investigate sustainable practices in the classroom</li><li>• explore the similarities between community, classroom and school sustainable practices</li><li>• discuss how being outdoors supports the different dimensions of health</li><li>• participate in a range of outdoor activities with other students.</li></ul>	<p><b>Unit 4 – I am healthy and active</b></p> <p>Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for 5 to 12 year olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.</p> <p>Students:</p> <ul style="list-style-type: none"><li>• examine different types of physical activity and the benefits to health and wellbeing</li><li>• explore strategies to stay healthy and active</li><li>• examine the concept of sedentary behaviour and how to reduce inactivity</li><li>• investigate strategies to increase physical activity levels and improve health and wellbeing</li><li>• examine how personal identities can be strengthened in challenging situations</li><li>• participate in games and physical activities to experience health and wellbeing benefits.</li></ul>



4	<p>Unit 1 – Making healthy choices</p> <p>Students identify strategies to keep healthy and improve fitness. They explore the Australian Guide to Healthy Eating and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages.</p> <p>Students:</p> <ul style="list-style-type: none"><li>• review what is meant by being healthy</li><li>• identify strategies that help keep people healthy and well</li><li>• identify the five food groups.</li><li>• understand the health benefits of food</li><li>• understand the benefits of healthy food choices</li><li>• recognise strategies that assist in making healthy food choices</li><li>• explore healthy breakfast choices</li><li>• understand how health messages influence choices</li><li>• promote healthy food/meal choices.</li></ul>	<p>Unit 2 – Culture in Australia – Positive interactions</p> <p>Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and participate in partner and group activities. They explore the communication skills of respect and empathy and how they support positive interactions.</p> <p>Students:</p> <ul style="list-style-type: none"><li>• explore how cultures are similar and different</li><li>• investigate own heritage and culture</li><li>• understand how Meeting challenges and coping with failure contribute to success</li><li>• identify relationships and roles that contribute to their identity</li><li>• understand that feelings can be communicated in different ways</li><li>• explore how emotional responses vary between cultures and individuals</li><li>• investigate ways to demonstrate respect and empathy</li><li>• identify varying emotional responses to situations.</li></ul> <p><b>Summative Assessment: Practical Performance</b></p>	<p>Unit 3 – Health channels</p> <p><b>Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.</b></p> <p>Students:</p> <ul style="list-style-type: none"><li>• identify and interpret health messages</li><li>• assess the accuracy of health messages from different sources</li><li>• investigate the methods used to sell products and how they influence people’s choices</li><li>• recognise how health messages in the media can change over time</li><li>• identify information sources and strategies to use when making decisions about their health.</li></ul>	<p>Unit 4 – Netiquette and online protocols</p> <p>Students examine and interpret health information about cybersafety and online protocols. They describe and apply strategies that can be used in cyberbullying situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people’s use of digital technologies and online communities, and identify local resources to support their safety.</p> <p>Students:</p> <ul style="list-style-type: none"><li>• examine the need to balance the time spent using Electronic devices and playing outdoors</li><li>• recognise the health benefits and risks of interacting in online communities</li><li>• examine how personal information is used and shared online</li><li>• review websites and interpret health messages about cybersafety</li><li>• explore how their online behaviours and actions affect their digital footprint</li><li>• examine different types of communication they use on the internet and how to display good manners towards others.</li></ul> <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p> <p>Life Education Program: Cyberwise</p>
			<p>Complements English Unit 7/8 - change to Term 4 in 2019</p>	

	<p><b>Years 5 and 6 Achievement Standard</b></p> <p>By the end of Year 6, students <a href="#">investigate</a> developmental changes and transitions. They <a href="#">explain</a> the influence of people and places on identities. They <a href="#">recognise</a> the influence of emotions on behaviours and <a href="#">discuss</a> factors that influence how people interact. They <a href="#">describe</a> their own and others’ contributions to health, physical activity, safety and wellbeing. They <a href="#">describe</a> the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They <a href="#">examine</a> how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students <a href="#">demonstrate</a> fair play and skills to work collaboratively. They access and <a href="#">interpret</a> health information and <a href="#">apply</a> decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and <a href="#">solve</a> movement challenges. They <a href="#">apply</a> the elements of movement when composing and performing movement sequences.</p>		<p><b>Years 7 and 8 Achievement Standard</b></p> <p>By the end of Year 8, students <a href="#">evaluate</a> strategies and resources to manage changes and transitions and <a href="#">investigate</a> their impact on identities. Students <a href="#">evaluate</a> the impact on wellbeing of relationships and valuing diversity. They <a href="#">analyse</a> factors that influence emotional responses. They <a href="#">investigate</a> strategies and practices that enhance their own, others’ and community health, safety and wellbeing. They <a href="#">investigate</a> and <a href="#">apply</a> movement concepts and <a href="#">select</a> strategies to achieve movement and fitness outcomes. They <a href="#">examine</a> the cultural and historical significance of physical activities and <a href="#">examine</a> how connecting to the environment can enhance health and wellbeing.</p> <p>Students <a href="#">apply</a> personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They <a href="#">demonstrate</a> skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing. Students <a href="#">demonstrate</a> control and accuracy when performing specialised movement sequences and skills. They <a href="#">apply</a> movement concepts and refine strategies to suit different movement situations. They <a href="#">apply</a> the elements of movement to compose and perform movement sequences.</p>	
	<p><b>5</b> <i><b>Unit 1 – Emotional interactions</b></i>  <i><b>Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well.</b></i>  <b>Students:</b></p> <ul style="list-style-type: none"> <li>• recognise that there are different types of relationships that exist in society</li> <li>• understand that relationships are established and maintained by applying skills</li> <li>• examine different types of interactions</li> <li>• examine varying emotional responses and the impact they have on behaviour and relationships</li> <li>• explore and practise ways to interact with others in different and challenging situations</li> <li>• identify roles and responsibilities and examine how these impact on relationships.</li> <li>• identify safe and unsafe behaviours</li> <li>• identify strategies to keep themselves healthy, safe and well</li> <li>• understand that there are adults they can use for support when feeling unsafe or uncomfortable.</li> </ul> <p><i><b>This unit has been developed to incorporate sections of the Daniel Morcombe Child Safety Curriculum.</b></i></p>	<p>Unit 2 – Healthy habits  Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• understand the meaning of preventative health</li> <li>• examine the role that preventative health has in maintaining health and wellbeing.</li> <li>• explore a range of community resources and strategies aimed at supporting health and wellbeing.</li> <li>• investigate healthy habits and strategies that promote and maintain health and wellbeing.</li> </ul>	<p><b>Unit 3 – Multicultural Australia</b>  <b>Students gain an understanding of multiculturalism by Examining the changing nature of Australia’s cultural identity. They examine how sharing additional food and physical activities from cultures can support community wellbeing and cultural understanding.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• explore factors that influence identity</li> <li>• explore the changes in lifestyle and identity in Australia</li> <li>• recognise how food choices reflect identity in Australia.</li> <li>• explore the factors that influence people’s decisions and behaviours</li> <li>• explore how important people in their lives and media can influence food choices</li> <li>• examine how additional foods and physical activities contribute to celebrations</li> <li>• examine how cultural understanding and wellbeing is promoted through community events.</li> </ul>	<p><b>Unit 4 – Growing up</b>  <b>Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Examine how identities are developed and change from pre-teen years into adolescence</li> <li>• Examine developmental changes that occur during pre-teen years</li> <li>• Investigate strategies and resources available to manage the changes associated with growing up and puberty.</li> </ul> <p>Life Education Program: Talk about it</p>

6	<p><b>Unit 1 – Who influences me?</b>  <i>Students explain the influence of people and place on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers.</i>  <b>Students:</b></p> <ul style="list-style-type: none"> <li>• <i>explore how personal qualities shape identity</i></li> <li>• <i>examine how place shapes identity</i></li> <li>• <i>investigate membership of groups</i></li> <li>• <i>understand the meaning of the terms celebrity, hero and role model</i></li> <li>• <i>investigate the influence of celebrities, heroes and role models on identity</i></li> <li>• <i>explore different health messages and how they are communicated</i></li> <li>• <i>investigate the use and influence of high profile people as health messengers</i></li> <li>• <i>recognise that there are different health issues for different life stages</i></li> <li>• <i>consider the different ways health messages are communicated.</i></li> </ul> <p><b>Life Education Program: It's your call</b></p>	<p><b>Unit 2 – Lets all be active</b>          Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.  <b>Students:</b></p> <ul style="list-style-type: none"> <li>• <i>review their physical activity choices and reasons for participation</i></li> <li>• <i>explore different physical activities including those from Aboriginal and Torres Strait Islander people's and Asian cultures</i></li> <li>• <i>discuss selected findings about physical activity participation for young Australians</i></li> <li>• <i>determine methods to gather and record information on physical activity participation.</i></li> <li>• <i>discuss how food choices support participation in physical activity</i></li> <li>• <i>identify the benefits of participating in physical activity for all the dimensions of health</i></li> <li>• <i>discuss how physical activity creates connections to the natural environment</i></li> <li>• <i>review information on physical activity</i></li> <li>• <i>consider factors that contribute to the creation of a physical activity</i></li> <li>• <i>investigate technologies that support physical activity.</i></li> </ul>	<p><b>Unit 3 – What am I drinking?</b>          Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.  <b>Students:</b></p> <ul style="list-style-type: none"> <li>• <i>understand how drink choices affect health and wellbeing</i></li> <li>• <i>examine drink labels and consider drink alternatives</i></li> <li>• <i>understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing</i></li> <li>• <i>apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities.</i></li> </ul>	<p><b>Unit 4 – transitioning</b>          Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.  <b>Students:</b></p> <ul style="list-style-type: none"> <li>• <i>explore the feelings and emotions associated with new situations and coping with change</i></li> <li>• <i>discuss the knowledge and skills that help people adapt to new situations</i></li> <li>• <i>reflect on the way they adapt to change</i></li> <li>• <i>examine how communication skills support positive relationships</i></li> <li>• <i>explore the similarities and differences between primary and secondary school</i></li> <li>• <i>examine how students experience diversity during their transition to secondary school</i></li> <li>• <i>discuss how diversity has positive influences on individuals and communities.</i></li> </ul>
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2018		Term 1	Term 2	Term 3	Term 4
HPE – Movement and Physical Activity: Prep to Yr 6	p	<b>Unit 3 – Who wants to play?</b>  Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.  Students: <ul style="list-style-type: none"> <li>develop personal and social skills to include others in active games.</li> <li>Understand different ways of feeling after participating in active games</li> </ul> <b>Summative Assessment: Practical</b>  Aligned with TWSS Athletics – use games from unit as novelty events	<b>Unit 1 – Let’s get moving</b>  Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.  Students: <ul style="list-style-type: none"> <li>explore and apply safety rules during physical activities.</li> <li>explore concepts of movement.</li> <li>develop the fundamental movement skills of running, jumping, hopping and galloping.</li> </ul> test and trial ideas to solve movement challenges <b>Summative Assessment: Practical</b>	<b>Unit 2 – Catch that bean</b>  Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.  Students: <ul style="list-style-type: none"> <li>develop the two-handed catch, underarm throw and dynamic balance techniques.</li> <li>identify and develop the attributes of a good partner.</li> <li>test and trial solutions to solve movement challenges</li> </ul> <b>Summative Assessment: Practical</b>	Unit 4 – Animal groove  Students explore the elements of movement (speed, level and shape) and perform movement in response to music. They also describe how their body responds to movement.  Students: <ul style="list-style-type: none"> <li>develop fundamental movement skills (galloping, leaping, rolling and balancing).</li> <li>explore shape, direction, level and time when performing fundamental movement skills.</li> <li>Combine fundamental movement skills and apply the elements of movement to perform movement sequences.</li> </ul>
	1	<b>Unit 1 – Playing with balls</b>  Students develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges.  Students: <ul style="list-style-type: none"> <li>explore rules and fair play practices.</li> <li>perform fundamental movement skills to send, control and receive balls.</li> <li>test and evaluate possible solutions to movement challenges.</li> </ul> <b>Summative Assessment: Practical</b>	<b>Unit 2 – I’m a ‘balliever’</b>  Students develop locomotor and object control skills. Students experiment with using different equipment and parts of their body. They propose a range of alternatives and test their effectiveness when solving movement challenges.  Students: <ul style="list-style-type: none"> <li>develop the fundamental skills of two-handed catching, two-handed throwing, basketball dribbling and soccer ball dribbling.</li> <li>understand different ways the body reacts to physical activity.</li> <li>test, trial and evaluate possible solutions in two-handed throwing, two-handed catching, soccer ball dribbling and basketball dribbling movement challenges.</li> </ul> <b>Summative Assessment: Practical</b>  Aligned with TWSS Athletics – use games from unit as novelty events	<b>Unit 3 – Catch me if you can</b>  Students participate in simple tagging 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.  Students: <ul style="list-style-type: none"> <li>develop the fundamental movement skill of dodging</li> <li>develop skills and strategies to tag/evade others in tagging games</li> <li>test alternatives and solve movement challenges.</li> <li>develop skills to play fairly and work together during tagging games</li> </ul> <b>Summative Assessment: Practical</b>	<b>Unit 4 – Equipped to move</b>  Students explore movement in response to music. Students perform sequences of movements to music incorporating elements of movement.  Students: <ul style="list-style-type: none"> <li>develop and practise fundamental movement skills.</li> <li>interact with equipment and explore the elements of movement while performing fundamental movement skills.</li> <li>create and develop movement sequences that incorporate elements of movement.</li> </ul> <b>Summative Assessment: Practical</b>
	2	<b>Unit 1 - Gym: iMove iJump iLand</b>  In this context, students develop and perform static balances, locomotion skills, rotations, springs and landings. They also perform these gymnastic skills as a continuous movement sequence that incorporates the elements of under, over and through the air.  Students: <ul style="list-style-type: none"> <li>follow rules and safe practices required in the gymnastics setting</li> <li>develop static balances, locomotion skills, rotations</li> <li>springs and landings.</li> </ul> refine the gymnastic skills sequences by incorporating elements of movement.   OR Unit 1 –Swim and gym (Swimming) Swim: Tadpole tales	<b>Unit 2 – They keep me rolling</b>  Students demonstrate fundamental movement skills during activities using scooter boards.  Students: <ul style="list-style-type: none"> <li>develop scooter board safety rules and practices</li> <li>develop movement skills to manoeuvre a scooter board in different situations</li> <li>apply scooter board skills in collaborative games</li> <li>develop personal and social skills required to interact positively with others in collaborative games</li> <li>apply and refine scooter board skills in scooter board challenges</li> <li>apply personal and social skills required to interact positively with others in partner challenges.</li> </ul> Concerns with Risk Assessment – change to relays Long jump, high jump, shot put??	<b>Unit 4 – What’s your target?</b>  Students perform the refined fundamental movement skills (instep pass, punt kick and one hand strike) and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.  Students: <ul style="list-style-type: none"> <li>develop the fundamental movement skills of instep passing, punt kicking and one hand striking</li> <li>apply and adjust fundamental movement skills to test and trial solutions to movement challenges.</li> </ul> Change of order due to heat	<b>Unit 3 – Ropes and rhymes</b>  Students perform long rope skipping sequences to rhymes. They identify how their body responds to physical activity.  Students: <ul style="list-style-type: none"> <li>develop and refine skipping skills and sequences</li> <li>investigate the heart’s reaction to physical activity.</li> </ul> <b>Summative Assessment: Practical</b>



	<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"> <li>• follow rules and safe practices required at the pool</li> <li>• develop aquatic skills and the recognised strokes of freestyle and backstroke</li> <li>• refine aquatic and swimming skills sequences through exploring the elements of movement.</li> </ul>			
3	<p><b>Unit 1 – Scoot Scoot</b></p> <p>In this unit, students develop and practise scooter riding skills through various activities and challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop safe scooter riding practices and fundamental scooter riding skills</li> <li>• make refinements to scooter riding skills and apply strategies to achieve different outcomes</li> <li>• combine fundamental scooter skills and the elements of movement to perform basic tricks as part of an original scooter sequence.</li> </ul>	<p><b>Unit 2 – Take your marks, get set, play</b></p> <p>In this unit, students develop the fundamental movement skills of running, jumping and throwing.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• explore and develop running, jumping and throwing techniques in a variety of situations</li> <li>• refine running, jumping and throwing techniques in athletics based games and to solve challenges</li> <li>• understand the benefits of physical activity for their mind and body.</li> </ul> <p><b>Summative Assessment: Practical</b></p>	<p><b>Unit 3 – Having a ball!</b></p> <p>In this unit, students perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) 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"> <li>• develop and refine the fundamental movement skills of throwing and catching</li> <li>• explore and develop the concepts and strategies of Fast 4 Newcombe</li> <li>• develop strategies for working cooperatively and applying rules fairly</li> <li>• solve movement challenges.</li> </ul> <p><b>Summative Assessment: Practical</b></p>	<p><b>Unit 4 – Pump it!</b></p> <p>In this unit, students perform social dances individually and in groups</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop and practise jumping, hopping, side galloping and running in a variety of dances</li> <li>• combine fundamental movement skills and the elements of movement to create and perform movement sequences.</li> </ul>
4	<p><b>Unit 1 - Criss Cross</b></p> <p>In this context, students practise and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. They also examine the benefits of being fit and physically active and how they relate to skipping.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• combine fundamental movement skills with the elements of movement to develop skipping skills</li> <li>• refine body movements and apply movement concepts to perform skipping skills and icks in a sequence</li> <li>• examine the benefits of skipping.</li> </ul> <p>OR</p> <p>Unit 1 – Superstars</p> <p>Splish Splash (Swimming)</p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• combine arm, leg and breathing movements with the elements of movement to develop swimming strokes</li> <li>• refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence</li> <li>• examine the benefits of swimming.</li> </ul>	<p><b>Unit 2 – Athletic spectacle</b></p> <p>Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop and combine fundamental movement skills to form athletic sequences</li> <li>• become familiar with the elements of movement and their use in athletic sequences.</li> <li>• create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement</li> <li>• develop athletic-movement sequences in authentic running, jumping and throwing situations.</li> </ul>	<p><b>Unit 3 – Bat, catch, howzat!</b></p> <p>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 / fielding games.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• understand and develop strategies for working cooperatively and apply rules fairly in striking/fielding physical activity contexts</li> <li>• develop and refine striking/fielding game skills and apply concepts in active play and minor games</li> <li>• apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges in striking/fielding games.</li> </ul> <p><b>Summative Assessment: Practical</b></p>	<p><b>Unit 4 – Let me entertain you</b></p> <p>Students practise and refine fundamental movement skills to perform the circus skills of balancing and juggling,</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop and combine throwing and catching skills into juggling sequences apply throwing and catching skills in juggling challenges develop static and dynamic balancing skills</li> <li>• apply static and dynamic balancing skills in balancing challenges.</li> </ul> <p><b>Summative Assessment: Practical</b></p>

	5	<p><b>Unit 2 – Tchoukball</b></p> <p>Students develop the specialised movement skills identified in the game of tchoukball. They explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>develop an understanding of Tchoukball rules</li> <li>become familiar with the basics of the Tchoukball charter</li> <li>perform and refine throwing and catching skills within the context of Tchoukball</li> <li>participate in activities that allow them to experiment with various Tchoukball-specific movement concepts and strategies</li> <li>practise and refine Tchoukball-specific concepts and strategies identified as effective for successful ball movement, shooting and rebounding</li> <li>apply learned concepts and strategies during modified games and gameplay</li> <li>demonstrate fair play and cooperation during Tchoukball modified games and gameplay.</li> </ul> <p><b>Summative Assessment: Practical</b></p>	<p><b>Unit 3 – Built for B-Ball</b></p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>explore the health-related fitness components within the game of basketball</li> <li>develop the basketball skills of dribbling, passing, shooting and rebounding</li> <li>determine the links between the recorded images and components of fitness</li> <li>identify different physical activities in their everyday life</li> <li>discuss benefits of regular participation in physical activity to their health and wellbeing.</li> </ul> <p>Built for Athletics – aligned to TWSS Athletics</p> <p>Rewrite unit</p>	<p><b>Unit 1 – Play2Rhythm</b></p> <p>Students develop specialised football skills and create and perform a sequence of these skills to music.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>practise and refine the football skills of dribbling, turning and juggling in a variety of movement situations</li> <li>practise combining specialised football skills in short movement sequences.</li> <li>manipulate elements of movement when performing football skills in sequences</li> <li>compose and perform a football skills sequence with music.</li> </ul>	<p><b>Unit 4 – UNITE</b></p> <p>Students work collaboratively and apply concepts of fair play while participating in various movement challenge activities. They use the “UNITE” process to work collaboratively to solve movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>explore the UNITE process by participating in group challenges</li> <li>practise and develop the UNITE process in partner and group challenges.</li> </ul> <p><b>Summative Assessment: Practical</b></p>
	6	<p><b>Unit 4 – Over the net</b></p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>become familiar with the responsibilities of tennis players in regard to following game rules and etiquette</li> <li>develop, practise and refine specialised tennis skills (forehand and backhand strokes)</li> <li>combine and perform specialised tennis skills to open up space on the court to win the point.</li> </ul> <p>Already taught in Term 1</p>	<p><b>Unit 1 - People in Motion</b></p> <p>In this context Students, develop specialised movement skills of free running including running, jumping, landing, balancing and safety rolls. They apply and combine the above skills in different movement situations.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>develop and practise free running skills</li> <li>apply free running concepts and strategies to move efficiently through different environmental situations</li> </ul> <p>Long Jump – Aligned with TWSS Athletics</p> <p>OR</p>	<p><b>Unit 3 – ‘All codes’ football</b></p> <p>Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in “All codes” football.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>apply and refine the specialised movement skills of ‘all codes’ football</li> <li>propose and combine movement concepts and strategies in ‘all codes’ football.</li> </ul> <p><b>Summative Assessment: Practical</b></p> <p><b>Moved due to heat</b></p>	<p><b>Unit 2 – Fitness fun</b></p> <p>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</p> <p>Students:</p> <ul style="list-style-type: none"> <li>participate in health-related fitness activities</li> <li>experience a health-related fitness circuit to explore circuit purposes and principles</li> <li>explore how manipulating or modifying the elements of movement impacts on performance in health-related fitness activities</li> <li>develop understanding of the organisation of fitness circuits</li> </ul> <p><b>Summative Assessment: Written</b></p>

2018/2019	ARTS – Dance, Drama, Media, Visual Arts			
	<p><b>Foundation to Year 2 Achievement Standard - Media</b></p> <p>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.</p> <p>Students make and share media artworks using story principles, composition, sound and technologies.</p>	<p><b>Foundation to Year 2 Achievement Standard - Drama</b></p> <p>By the end of Year 2, students <u>describe</u> what happens in drama they make, perform and view. They <u>identify</u> some elements in drama and <u>describe</u> where and why there is drama.</p> <p>Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</p>	<p><b>Foundation to Year 2 Achievement Standard - Dance</b></p> <p>By the end of Year 2, students <u>describe</u> the effect of the elements in dance they make, perform and view and where and why people dance.</p> <p>Students use the elements of dance to make and perform dance sequences that <u>demonstrate</u> fundamental movement skills to <u>represent</u> ideas. Students <u>demonstrate</u> safe practice.</p>	<p><b>Foundation to Year 2 Achievement Standard – Visual Arts</b></p> <p>By the end of Year 2, students <u>describe</u> artworks they make and view and where and why artworks are made and presented.</p> <p>Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.</p>
ARTS – Dance, Drama, Media, Visual Arts	<p><b>p Media Arts</b></p> <p><b>Unit 1 - Family Stories</b></p> <p>In this unit, students create media artworks to present a story about their family.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings</li> <li>experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story</li> <li>present stories in digital form to communicate ideas</li> <li>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</li> </ul> <p><b>Summative Assessment: Folio</b></p> <p>Complements History – Exploring Family History</p>	<p><b>Visual Arts</b></p> <p><b>Unit 1 - New Stories</b></p> <p>In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>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</li> <li>experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues</li> <li>display artworks and share ideas about narrative elements and visual language choices they made in their artworks</li> <li>describe and interpret narrative elements in artworks.</li> </ul> <p><b>Summative Assessment: Folio</b></p> <p>Complements Prep English U2</p>	<p><b>Dance</b></p> <p><b>Unit 1 - Dancing characters</b></p> <p>In this unit, students make and respond to dance by exploring characters in stories and rhymes as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore, improvise and organise dance ideas by exploring characters or action in stories or rhymes to make dance sequences using the elements of dance (space, time, dynamics, relationships)</li> <li>use fundamental movement skills to develop technical skills when practising dance sequences that explore ideas about characters</li> <li>present dance sequences that communicate ideas about characters to an audience</li> <li>respond to dances about stories and characters, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.</li> </ul> <p><b>Summative Assessment: Folio</b></p>	<p><b>Drama</b></p> <p><b>Unit 1 - My place</b></p> <p>In this unit, students make and respond to drama by exploring the school/local community/imagined places as stimulus for process drama and dramatic play.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space including special words such as those used by Aboriginal Peoples and Torres Strait Islander Peoples</li> <li>use voice, facial expression, movement and space to imagine and establish role and situation</li> <li>present drama that communicates ideas about place/space to an audience</li> <li>respond to own and others’ drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples.</li> </ul> <p><b>Summative Assessment: Folio</b></p>

1	<p><b>Media Arts</b></p> <p><b>Unit 3 - Family Portraits</b></p> <p>In this unit, students use digital manipulation to present alternate representations of family Portraiture.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• explore contemporary family Portrait representations in the form of digital collage combining photographs of family members to communicate relationships</li><li>• experiment with abstraction and media technology (cropping; selecting; repeating; moving; resizing; colour variation, text) to manipulate existing images</li><li>• present manipulated images in digital or print form to share understanding of generational relationships</li><li>• describe and discuss the representation of family relationships in the work 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</li></ul> <p><b>Summative Assessment: Folio</b></p> <p>Complements History – Unit 2 changes in family life</p>	<p><b>Visual Arts</b></p> <p><b>Unit 3 - What are you thinking?</b></p> <p>In this unit, students explore how changes in facial features, style and form communicate emotion in Portraiture.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• explore the visual language of Portraiture 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</li><li>• experiment with visual conventions (drawing, photography) and observation to create self-Portraits to communicate emotion</li><li>• display artworks and share ideas about emotive visual language choices they made in their artworks</li><li>• describe and interpret emotion in self-Portraiture.</li></ul> <p><b>Summative Assessment: Folio</b></p> <p>Complements Year 1 English Emotion of Characters</p>	<p><b>Dance</b></p> <p><b>Unit 3 - Dancing Seasons</b></p> <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.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• explore, improvise and organise ideas about seasons to make dance sequences using the elements of dance (space, time, dynamics, relationships)</li><li>• use fundamental movement skills to develop technical skills when practising dance sequences</li><li>• present dance sequences that communicate ideas about seasons to an audience</li><li>• respond to dances about seasons, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.</li></ul> <p><b>Summative Assessment: Folio</b></p>	<p><b>Drama</b></p> <p><b>Unit 3 - Shopping role plays</b></p> <p>In this unit, students make and respond to drama by exploring money and features/values of Australian coins as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving money</li><li>• use voice, facial expression, movement and space to imagine and establish role and situation</li><li>• present drama that communicates ideas about shopping and money to an audience</li><li>• respond to own and others’ drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples.</li></ul> <p><b>Summative Assessment: Folio</b></p>



	2	<p><b>Drama</b></p> <p><b>Unit 2 - Performance Poetry</b></p> <p>In this unit, students make and respond to drama by exploring performance poetry as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations and ideas expressed in poetry</li> <li>• use voice, facial expression, movement and space to imagine and establish role and situation</li> <li>• present drama that communicates ideas about poetry to an audience</li> <li>• respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples.</li> </ul> <p><b>Summative Assessment: Folio</b></p> <p><b>Complements English Unit 1 (poetry)</b></p>	<p><b>Media Arts</b></p> <p><b>Unit 2 —Look Again</b></p> <p>In this unit students explore manipulation and representation of self.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evaluate whether sounds suit accompanying images</li> <li>• Express themselves through self-portraiture</li> <li>• Use props and digital manipulation purposefully in photographic portraits</li> <li>• Infer imaginary stories about character and setting in photographic portraits</li> <li>• Make connections and personal responses to photographic portraits</li> <li>• Understand that photographic portraits provide visual clues that communicate ideas about characters, setting and stories</li> </ul>	<p><b>Visual Arts</b></p> <p><b>Unit 2 — My place</b></p> <p><b>Children explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places.</b></p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal artists, Torres Strait Islander artists and Asian artists, and use this to develop their own artworks</li> <li>• experiment with visual conventions (printmaking, mixed media, collage, drawing) to create expressive observational artworks about places</li> <li>• display artworks and share ideas about emotive visual language choices they made in their artworks</li> <li>• describe and interpret artists' personal connection to place.</li> </ul> <p><b>Complements Year 2 Geography Unit 2 - Connections</b></p>	<p><b>Dance</b></p> <p><b>Unit 2 - Shape Dance</b></p> <p>In this unit, students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships)</li> <li>• use fundamental movement skills to develop technical skills when practising dance sequences</li> <li>• present dance sequences that communicate ideas about shapes and objects to an audience</li> <li>• respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.</li> </ul> <p><b>Summative Assessment: Folio</b></p>
		<p><b>Years 3 and 4 Achievement Standard - Media</b></p> <p>By the end of Year 4, students <u>describe</u> and <u>discuss</u> similarities and differences between media artworks they make and view. They <u>discuss</u> how and why they and others use images, sound and text to make and present media artworks.</p> <p>Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.</p>	<p><b>Years 3 and 4 Achievement Standard - Drama</b></p> <p>By the end of Year 4, students <u>describe</u> and <u>discuss</u> similarities and differences between drama they make, perform and view. They <u>discuss</u> how they and others <u>organise</u> the elements of drama in their drama.</p> <p>Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.</p>	<p><b>Years 3 and 4 Achievement Standard - Dance</b></p> <p>By the end of Year 4, students <u>describe</u> and <u>discuss</u> similarities and differences between dances they make, perform and view. They <u>discuss</u> how they and others <u>organise</u> the elements of dance in dances depending on the purpose.</p> <p>Students structure movements into dance sequences and use the elements of dance and choreographic devices to <u>represent</u> a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.</p>	<p><b>Years 3 and 4 Achievement Standard – Visual Arts</b></p> <p>By the end of Year 4, students <u>describe</u> and <u>discuss</u> similarities and differences between artworks they make, present and view. They <u>discuss</u> how they and others use visual conventions in artworks.</p> <p>Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.</p>

3	<p><b>Media Arts</b></p> <p><b>Unit 1 - Persuade to protect</b></p> <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"><li>• explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place</li><li>• 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</li><li>• present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting approaches</li><li>• 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.</li></ul> <p><b>Summative Assessment: Folio</b></p> <p>Complements English Unit 1</p>	<p><b>Dance</b></p> <p><b>Unit 1- Celebrating dance</b></p> <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"><li>• improvise and structure movement ideas for dance sequences suitable for Australia’s National day using the elements of dance and choreographic devices</li><li>• practise technical skills safely in fundamental movements</li><li>• perform dances using expressive skills to communicate ideas about celebrations and commemorations</li><li>• 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.</li></ul> <p><b>Summative Assessment: Folio</b></p>	<p><b>Drama</b></p> <p><b>Unit 1 - Dramatic Traditions</b></p> <p>In this unit, students make and respond to drama by exploring dramatic additions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia’s neighbouring countries as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• explore ideas and narrative structures of stories from Australia and neighbouring countries through roles and situations and use empathy in their own improvisations and devised drama</li><li>• use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place</li><li>• shape and perform dramatic action using narrative structures and tension in devised and scripted drama</li><li>• identify intended purposes and meaning of drama using the elements of drama to make comparisons.</li></ul> <p><b>Summative Assessment: Folio</b></p>	<p><b>Visual Arts</b></p> <p><b>Unit 1 - Meaning in found objects</b></p> <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"><li>• 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</li><li>• 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</li><li>• collaborate and plan the presentation of individual sculptures as a mural project</li><li>• compare the unique qualities of three-dimensional artworks with two-dimensional artworks and use art terminology to communicate meaning.</li></ul> <p><b>Summative Assessment: Folio</b></p> <p>Complements Science Unit 4 – What’s the Matter</p>

4	<p><b>Dance</b></p> <p><b>Unit 2 - Dance messages</b></p> <p>In this unit, students make and respond to dance by exploring how dance is used to represent additional stories from a variety of Asian countries as a stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices</li><li>• practise technical skills safely in fundamental movements</li><li>• perform dances using expressive skills to communicate a message or a moral</li><li>• identify how the elements of dance and production elements express ideas about messages or morals in additional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.</li></ul> <p><b>Summative Assessment: Folio</b></p>	<p><b>Media Arts – Term 3</b></p> <p><b>Unit 2 - Animated Poetry</b></p> <p>In this unit, students create a character animation to deliver an audio recording of a short, humorous poem.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• explore representations of people from their community (including self) to develop animated characters considering animation forms, mouth shapes, facial expression, character development, composition, text and sound in media delivery to engage an audience</li><li>• experiment with media technology, collaborative production processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation</li><li>• present productions in digital form to share and discuss similarities and differences in content, structure and animation approaches</li><li>• 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.</li></ul> <p><b>Summative Assessment: Folio</b></p> <p><b>Complements English Unit 2 – Poetry</b></p>	<p><b>Drama</b></p> <p><b>Unit 2 - Country/Place</b></p> <p>In this unit, students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• 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</li><li>• use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place</li><li>• shape and perform dramatic action using narrative structures and tension in devised and scripted drama</li><li>• identify intended purposes and meaning of drama using the elements of drama to make comparisons.</li></ul> <p><b>Summative Assessment: Folio</b></p>	<p><b>Visual Arts – Term 4</b></p> <p><b>Unit 2 — Diverse environments</b></p> <p><b>Students explore the communication of diversity in the Australian environment through the manipulation of visual language.</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal artists, Torres Strait Islander artists and Asian artists to communicate relationships to environments and places</li><li>• experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships — warm/cool; application of materials — harsh/gentle; spatial devices — flattened space/aerial perspective/depth)</li><li>• collaborate, plan and create a collection/exhibition of artworks to depict diversity in Australian environments and diversity in individual approach</li><li>• compare contemporary artworks of Aboriginal artists, Torres Strait Islander artists and other Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning.</li></ul> <p><b>Summative Assessment: Folio</b></p> <p><b>Complements Geography Unit 2 – Sustainable Resources</b></p>

	<p><b>Years 5 and 6 Achievement Standard - Media</b></p> <p>By the end of Year 6, students <u>explain</u> how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They <u>explain</u> the purposes and audiences for media artworks made in different cultures, times and places.</p> <p>Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.</p>	<p><b>Years 5 and 6 Achievement Standard - Drama</b></p> <p>By the end of Year 6, students <u>explain</u> how dramatic action and meaning is communicated in drama they make, perform and view. They <u>explain</u> how drama from different cultures, times and places influences their own drama making.</p> <p>Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.</p>	<p><b>Years 5 and 6 Achievement Standard - Dance</b></p> <p>By the end of Year 6, students <u>explain</u> how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They <u>describe</u> characteristics of dances from different social, historical and cultural contexts that influence their dance making.</p> <p>Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.</p>	<p><b>Years 5 and 6 Achievement Standard – Visual Arts</b></p> <p>By the end of Year 6, students <u>explain</u> how ideas are represented in artworks they make and view. They <u>describe</u> the influences of artworks and practices from different cultures, times and places on their art making.</p> <p>Students use visual conventions and visual arts practices to express a personal view in their artworks. They <u>demonstrate</u> different techniques and processes in planning and making artworks. They <u>describe</u> how the display of artworks enhances meaning for an audience.</p>
5	<p><b>Visual Arts</b></p> <p><b>The animal within</b></p> <p>In this unit, students focus on representation of animals as companion, metaphor, totem and predator.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks</li> <li>• experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view</li> <li>• plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view</li> <li>• compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning.</li> </ul> <p><b>Summative Assessment: Folio</b></p> <p><b>Complements Science Unit 1 – Survival in an Environment</b></p>	<p><b>Media Arts</b></p> <p><b>Light and shadow</b></p> <p>In this unit, students shape time and space to explore representations in media art forms.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community</li> <li>• 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</li> <li>• present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting</li> <li>• 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.</li> </ul> <p><b>Summative Assessment: Folio</b></p> <p><b>Complements Science Unit 3 – Now you See It</b></p>	<p><b>Unit 3 — Adventures in dance</b></p> <p>Students make and respond to dance by exploring ways that dance can be used to express adventure stories, drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories</li> <li>• develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination</li> <li>• perform dance using expressive skills to communicate a choreographer’s ideas about an adventure story</li> <li>• explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts.</li> </ul>	<p><b>Unit 2 — Drama in other countries</b></p> <p>Students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama around ideas related to the interconnections between people and the environment (climate, landforms) to develop characters and situations</li> <li>• develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action</li> <li>• 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 cultural stories (including those of Europe and North America) and engage an audience</li> <li>• explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts in Europe and North America.</li> </ul>



6	<p><b>Media Arts</b></p> <p><b>Unit 2- Documentaries</b></p> <p>In this unit, students create a documentary style film to tell the personal story of someone known to them or researched.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view</li> <li>• experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view</li> <li>• present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting</li> <li>• compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, Examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.</li> </ul> <p><b>Summative Assessment: Folio</b></p> <p>Complements History – Investigating Emergence of Australia</p>	<p><b>Drama</b></p> <p><b>Natural disasters</b></p> <ul style="list-style-type: none"> <li>• In this unit, students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus.</li> <li>• Students will:</li> <li>• explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations in response to stimulus of natural disasters</li> <li>• develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action</li> <li>• 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 cultural stories about the impact of natural disasters and engage an audience</li> <li>• explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities.</li> </ul> <p><b>Summative Assessment: Folio</b></p>	<p><b>Visual Arts</b></p> <p><b>Unit 2 — Social commentary</b></p> <p>Students explore recontextualisation of objects and non-traditional art materials to communicate ideas.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal artists, Torres Strait Islander artists and Asian artists, and consider this in the development of their own artworks</li> <li>• experiment with and use visual conventions and practices (found object mixed-media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view</li> <li>• plan the presentation of digital art forms and/or found object mixed-media forms to express personal view and enhance meaning for audience with description of influence and context</li> <li>• compare recontextualisation of ready-mades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern.</li> </ul> <p><b>Summative Assessment: Folio</b></p> <p>Complements Geography Unit 2 – Global Connections</p>	<p><b>Dance</b></p> <p><b>Symmetry and Dance</b></p> <p>In this unit, students make and respond to dance by exploring symmetry as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations</li> <li>• develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination</li> <li>• perform dance using expressive skills to communicate a choreographer’s ideas on symmetry</li> <li>• explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts.</li> </ul> <p><b>Summative Assessment: Folio</b></p>
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2018		Term 1	Term 2	Term 3	Term 4
ARTS – Music – Prep to Yr 6	P	<b>Foundation to Year 2 Achievement Standard</b>  By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.  Students improvise, compose, arrange and perform music. They <a href="#">demonstrate</a> aural skills by staying in tune and keeping in time when they sing and play.		<b>Years 3 and 4 Achievement Standard</b>  By the end of Year 4, students <a href="#">describe</a> and <a href="#">discuss</a> similarities and differences between music they listen to, compose and perform. They <a href="#">discuss</a> how they and others use the elements of music in performance and composition.  Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They <a href="#">demonstrate</a> aural skills by singing and playing instruments with accurate pitch, rhythm and expression.	
		<b>Unit 4: Music in our new world *</b>  In this unit, students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding. <b>*This unit complements the concepts taught in English Prep Unit 1 - Enjoying our new world.</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes drawn from texts</li> <li>sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community</li> <li>create compositions and perform music to communicate ideas to an audience</li> <li>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.</li> </ul> <b>Summative Assessment: Folio</b>		<b>Unit 1: Let’s sing and play together*</b>  In this unit, students explore rhymes and songs as stimulus for music making and responding. <b>*This unit complements the concepts taught in English Prep Unit 3 - Interacting with others.</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes</li> <li>sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community</li> <li>create compositions and perform music to communicate ideas to an audience</li> <li>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.</li> </ul> <b>Summative Assessment: Folio</b>	
	1	<b>2018 Unit 1: Let’s sing and play together*</b>  In this unit, students explore rhymes and songs as stimulus for music making and responding. <b>*This unit complements the concepts taught in English Prep Unit 3 - Interacting with others.</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes</li> <li>sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community</li> <li>create compositions and perform music to communicate ideas to an audience</li> <li>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.</li> </ul> <b>Summative Assessment: Folio</b>		<b>Unit 3: Different places*</b>  In this unit, students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding. <b>*This unit complements the concepts taught in Geography Year 1 Unit 2 - What are places like?</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces on the theme of different places, using voice, movement and body percussion</li> <li>sing and play instruments to improvise and practise a repertoire of chants, songs and rhymes related to different places</li> <li>create compositions and perform music to communicate ideas that represent different places</li> <li>respond to music and consider where and why people make music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.</li> </ul> <b>Summative Assessment: Folio</b>	
		<b>2019 Unit 5: Musical stories</b>  In this unit, students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories. Students will: <ul style="list-style-type: none"> <li>develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in music that evokes stories</li> <li>sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community that tell a story</li> <li>create compositions and perform music to communicate story ideas to an audience</li> <li>respond to music that tells a story and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.</li> </ul> <b>Summative Assessment: Folio</b>			

2	<p style="text-align: center;"><b>Unit 2: Save the world * (assess composing, responding to composing)</b></p> <p>In this unit, students explore a range of songs, rhymes and chants based on the theme of Earth’s resources and how they can be used and managed.</p> <p><b>*This unit complements the concepts taught in Science Year 2 Unit 4 - Save planet Earth.</b></p> <ul style="list-style-type: none"><li>• <b>Students will:</b></li><li>• <b>develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in music related to sustainable environments and conservation using voice, movement and body percussion</b></li><li>• <b>sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes that explore the concept of sustainability, including songs used by cultural groups in the community</b></li><li>• <b>create compositions and perform music to communicate ideas that offer solutions on how to sustain Earth’s resources to an audience</b></li><li>• <b>respond to music and consider where and why people make music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.</b></li></ul> <p><b>Summative Assessment: Folio</b></p>	<p style="text-align: center;"><b>Unit 2: Save the world * (assess performance and responding to performance)</b></p> <p>In this unit, students explore a range of songs, rhymes and chants based on the theme of Earth’s resources and how they can be used and managed.</p> <p><b>*This unit complements the concepts taught in Science Year 2 Unit 4 - Save planet Earth.</b></p> <p>Students will:</p> <ul style="list-style-type: none"><li>• develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in music related to sustainable environments and conservation using voice, movement and body percussion</li><li>• sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes that explore the concept of sustainability, including songs used by cultural groups in the community</li><li>• create compositions and perform music to communicate ideas that offer solutions on how to sustain Earth’s resources to an audience</li><li>• respond to music and consider where and why people make music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.</li></ul> <p><b>Summative Assessment: Folio</b></p>
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<p><b>3</b></p>	<p><b><i>Years 3 and 4 Achievement Standard</i></b></p> <p>By the end of Year 4, students <a href="#">describe</a> and <a href="#">discuss</a> similarities and differences between music they listen to, compose and perform. They <a href="#">discuss</a> how they and others use the elements of music in performance and composition.</p> <p>Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They <a href="#">demonstrate</a> aural skills by singing and playing instruments with accurate pitch, rhythm and expression.</p> <p style="text-align: center;"><b>Unit 1: Let’s celebrate, let’s remember *</b></p> <p>In this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.</p> <p><b>*This unit complements the concepts taught in History Year 3 Unit 1 - Investigating celebrations, commemorations and community diversity.</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs</li> <li>practise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community</li> <li>create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume</li> <li>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.</li> </ul> <p><b>Summative Assessment: Folio</b></p>	<p><b><i>Years 5 and 6 Achievement Standard</i></b></p> <p>By the end of Year 6, students <a href="#">explain</a> how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They <a href="#">describe</a> how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p> <p style="text-align: center;"><b>Unit 2: Songs of Australia *</b></p> <p>In this unit, students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.</p> <p><b>*This unit complements the concepts taught in History Year 4 Unit 1 - Investigating European exploration and the movement of peoples.</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns used in music related to the theme of European exploration and the movement of peoples</li> <li>practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces</li> <li>create music about European exploration and the movement of people, perform to an audience via pageant, concert or flash mob and record compositions by selecting and organising sounds, silence, tempo and volume</li> <li>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.</li> </ul> <p style="text-align: center;"><b>Summative Assessment: Folio</b></p>
<p><b>4</b></p>	<p style="text-align: center;"><b>2018 Unit 2: Songs of Australia *</b></p> <p>In this unit, students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.</p> <p><b>*This unit complements the concepts taught in History Year 4 Unit 1 - Investigating European exploration and the movement of peoples.</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns used in music related to the theme of European exploration and the movement of peoples</li> <li>practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces</li> <li>create music about European exploration and the movement of people, perform to an audience via pageant, concert or flash mob and record compositions by selecting and organising sounds, silence, tempo and volume</li> <li>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.</li> </ul> <p><b>2019 Unit 3: Musical characters and action (Assess Composition and responding)</b></p> <p>In this unit, students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in music portraying characters and action</li> <li>practise singing, playing instruments and improvising music portraying characters and action using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community</li> <li>create, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume</li> <li>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.</li> </ul> <p><b>Summative Assessment: Folio</b></p>	<p style="text-align: center;"><b>2018 Unit 1: Let’s celebrate, let’s remember *</b></p> <p>In this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.</p> <p><b>*This unit complements the concepts taught in History Year 3 Unit 1 - Investigating celebrations, commemorations and community diversity.</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs</li> <li>practise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community</li> <li>create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume</li> <li>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.</li> </ul> <p style="text-align: center;"><b>Summative Assessment: Folio</b></p> <p style="text-align: center;"><b>2019 Unit 3: Musical characters and action (Assess Responding to Composing and Performance)</b></p> <p>In this unit, students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in music portraying characters and action</li> <li>practise singing, playing instruments and improvising music portraying characters and action using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community</li> <li>create, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume</li> <li>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.</li> </ul> <p><b>Summative Assessment: Folio</b></p>











































	<p><b>5</b></p> <p><b><i>Years 5 and 6 Achievement Standard</i></b></p> <p>By the end of Year 6, students <u>explain</u> how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They <u>describe</u> how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p>	<p><b><i>Years 7 and 8 Achievement Standard</i></b></p> <p>By the end of Year 8, students <u>identify</u> and <u>analyse</u> how the elements of music are used in different styles and <u>apply</u> this knowledge in their performances and compositions. They <u>evaluate</u> musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.</p> <p>Students <u>manipulate</u> the elements of music and stylistic conventions to compose music. They <u>interpret</u>, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to <u>recognise</u>, memorise and notate features, such as melodic patterns in music they perform and compose.</p>
	<p><b>Unit 1: Going to the movies * (Assess composition and responding to video)</b></p> <p>In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.</p> <p><b>*This unit complements the concepts taught in English Year 5 Unit 7 - Exploring narrative through novels and film.</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films , for example driving the action, setting the scene and mood and portraying characters</li> <li>• develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films</li> <li>• rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience</li> <li>• explain how the elements of music communicate meaning by comparing music from a variety of segments of film.</li> </ul> <p><b>Summative Assessment: Folio</b></p>	<p><b>Unit 1: Going to the movies * (Assess responding to composition and performing)</b></p> <p>In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.</p> <p><b>*This unit complements the concepts taught in English Year 5 Unit 7 - Exploring narrative through novels and film.</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films , for example driving the action, setting the scene and mood and portraying characters</li> <li>• develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films</li> <li>• rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience</li> <li>• explain how the elements of music communicate meaning by comparing music from a variety of segments of film.</li> </ul> <p><b>Summative Assessment: Folio</b></p>
	<p><b>6</b></p> <p><b>Unit 3: Rhythmic riot</b></p> <p>In this unit, 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 will:</p> <ul style="list-style-type: none"> <li>• explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion</li> <li>• develop 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 ostinati</li> <li>• 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</li> <li>• explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion.</li> </ul> <p><b>Summative Assessment: Folio</b></p>	<p><b>Unit 2: Around the world with music *</b></p> <p>In this unit, students make and respond to music exploring the music-making of other cultures through their music journal.</p> <p><b>*This unit complements the concepts taught in Geography Year 6 Unit 2 - Exploring Australia’s connections with other places.</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China</li> <li>• develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures</li> <li>• rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience</li> <li>• explain how the elements of music communicate meaning by comparing music from different cultures.</li> </ul> <p><b>Summative Assessment: Folio</b></p>

LOTE – Japanese	<p><b>Years 5 and 6 Achievement Standard</b></p> <p>By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as まい日、ときどき. They ask and <u>respond</u> to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as そして、それから. They show concern for and interest in others by making enquiries such as だいじょうぶ？, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, 犬<sup>いぬ</sup>, 小さい、雨<sup>あめ</sup>. Students <u>locate</u> specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい 人 です。 . They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, へ、で、を、が and prepositions, for example, の 上<sup>うえ</sup> に, and <u>apply</u> the rules of punctuation when writing. They <u>describe</u> and recount events and experiences in time, for example, adjective です。 noun です/でした。 and present/past/negative verb forms, for example, のみます、たべます、見<sup>み</sup>ました、いきません. They use counter classifiers in response to questions such as いくら ですか。 なんびき？なんこ？. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.</p> <p>Students <u>understand</u> and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を、へ、は, and です. They <u>understand</u> and <u>apply</u> the rules and phonetic changes related to counter classifiers, such as さんぜんえん、いっこ、はっぴき. They <u>apply</u> their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They <u>identify</u> words from other languages used in Japanese, such as パソコン、メール、パスタ, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students <u>identify</u> behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず ですね。 いいえ。 .</p>		<p><b>Years 7 and 8 Achievement Standard</b></p> <p>By the end of Year 8, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb ましょう for planning and making arrangements and offering suggestions. They ask and <u>respond</u> to a range of questions, for example, だれと、何<sup>なん</sup>で、いつ、どこで、 using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, でも or が、わたしは フットボールが 好きです。 でも、母はフットボールが 好きじゃないです。 . Students <u>apply</u> rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They read and write high-frequency kanji for verbs (for example, 行きます、見ます、来きます), nouns (for example, 先生、父、母、月よう日), adjectives (for example, 早い), and the pronoun 私. They read some compound words such as 日本語. They <u>locate</u>, <u>analyse</u> and <u>summarise</u> information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. They plan, draft and present informative and imaginative texts with the support of modelled resources. They use counter classifiers in response to questions, for example, いくつ、何まい、何本、何分. They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, だから), and adverbs of frequency (for example, いつも), time (for example, 時、半、分、前<sup>まえ</sup>) and direction, for example, みぎ、ひだり、前、うしろ. They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as が、へ、から、まで、 including for example に to indicate timeframes. Students translate and <u>interpret</u> short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.</p> <p>Students <u>understand</u> that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system. They <u>apply</u> appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. They <u>understand</u> and use い and な adjectives when appropriate, and <u>apply</u> the rules of phonetic change to counter classifiers, such as ひとつ、さんぼん、じゅっぷん. They <u>identify</u> and <u>reproduce</u> features of familiar text types such as emails, descriptions and dialogues. They <u>identify</u> words (for example, お母さん and 母), phrases (for example, どうぞよろしく。 ), prefixes (for example, お and ご), suffixes (for example, ～さん and ～さま) and titles (for example, ～先生) that indicate different levels of formality. They <u>recognise</u> values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, for example, もうすこしががんばりましょう。 . They <u>explain</u> how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.</p>	
	5	<p><b>Unit 1 What’s in a name?</b></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"><li>engage with language in texts about popular names</li><li>identify meaning in names and the reasons for conventions about family and personal names</li><li>listen to people talk about personal and family names</li></ul>	<p><b>Unit 2 — What is a family?</b></p> <p><b>Students use language to communicate ideas relating to the concept of family and identity. They will:</b></p> <ul style="list-style-type: none"><li><b>introduce themselves and other family members</b></li><li><b>interact with peers about family members and activities</b></li><li><b>identify language and behaviours that reflect relationships and values in Japanese society</b></li></ul>	<p><b>Unit 3 — What are personal spaces?</b></p> <p><b>Students will explore the concept of personal spaces within their home environment and the target country. They will:</b></p> <ul style="list-style-type: none"><li><b>engage with language in texts about children’s favourite places to spend time</b></li><li><b>listen to children talk about the places in which they feel comfortable</b></li><li><b>create texts about personal spaces</b></li><li><b>participate in intercultural experiences to notice, compare and reflect on language and culture.</b></li></ul>

	<ul style="list-style-type: none"> <li>participate in intercultural experience to notice, compare and reflect on language and culture.</li> </ul> <p><b>Summative Assessment: Listening Comprehension</b></p>	<ul style="list-style-type: none"> <li><b>develop understanding of ‘identity’ and whether learning Japanese has an effect on sense of ‘self’.</b></li> </ul>		language and behaviours associated with play.
6	<p><b>Unit 5 — What is character?</b></p> <p>Students use language to create and describe action heroes to entertain others. They will:</p> <ul style="list-style-type: none"> <li>engage with a range of spoken and written imaginative texts about the representation of action heroes</li> <li>reinterpret or create alternative versions of action heroes using different modes or contexts</li> <li>design an action hero with their qualities portrayed in a comic strip</li> <li>participate in intercultural experiences to notice, compare and reflect on language and culture.</li> </ul>	<p><b>Unit 6 — What is change?</b></p> <p>Students explore the concept of change and use language to describe feelings in situations involving change. They will:</p> <ul style="list-style-type: none"> <li>engage with a range of spoken and written imaginative and informative texts describing the emotional experience of dealing with change such as establishing oneself in a new place, encountering a new situation</li> <li>convey the experience of moving from a familiar to an unfamiliar situation using expressive language to convey feelings</li> <li>create a children’s story book in which a character journeys from a familiar to an unfamiliar situation</li> <li>participate in intercultural experiences to notice, compare and reflect on language and culture.</li> </ul>	<p><b>Unit 7 — What is school life?</b></p> <p>Students use language to explore the concept of school life in Japan and make connections with their own school experience. They will:</p> <ul style="list-style-type: none"> <li>use a range of language to discuss their school experiences</li> <li>engage with a range of texts about the school experience in Japanese-speaking cultures</li> <li>create connected texts to describe their school experiences including routines, timetables, lunches and eating practices</li> <li>participate in intercultural experiences to notice, compare and reflect on language and culture.</li> </ul>	<p><b>Unit 8 — What do my interests say about me?</b></p> <p>Students explore concepts relating to interests, activities and personality types. They will:</p> <ul style="list-style-type: none"> <li>interact to share ideas and express feelings relating to leisure activities and interests</li> <li>gather, classify and compare information about interests of Japanese-speaking children</li> <li>create bilingual profiles based on interests</li> <li>identify grammatical rules to communicate about interests</li> <li>reflect on the personal understanding of words depending on culture and experience.</li> </ul>

Balance and coverage of general capabilities and cross-curriculum priorities across P-6

Key		Literacy										Numeracy					ICT competence					Critical and creative thinking					Ethical behaviour					Personal and social competence					Intercultural understanding					Aboriginal and Torres Strait Islander histories and cultures					Asia and Australia's engagement with Asia					Sustainability																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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Key		Literacy		Numeracy		ICT competence		Critical and creative thinking		Ethical behaviour		Personal and social competence		Intercultural understanding		Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability																				
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