



WHOLE SCHOOL CURRICULUM OVERVIEW 2019

Prep Year				
Subject	Term 1	Term 2	Term 3	Term 4
English	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Enjoying our new world	Enjoying and retelling stories	Interacting with others	Responding to text
Mathematics	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan
Science	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Our living world 🌍	Weather watch	Our material world	Move it, move it
Health	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Health – I can do it!	Health – I am growing	Health – Looking out for others	Health – I am Safe
Physical Education	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	PE – Let’s Get Moving PE – Cross Country Preparation	PE – Take Your Marks, Get Set, Play!	PE – I’m a ‘balliever’ Hand/eye co-ordination skills and racquet skills	PE – Who wants to play?
HASS	UNIT 1		UNIT 2	
	My family history		My special places 🌍	
German				
Technologies				
The Arts (Music)	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Music – ‘Music in our new world’	Music – ‘Musical stories’	Music ‘Let’s Sing and Play Together’	Music – Musical stories
The Arts (Other)				



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Year One						
Subject	Term 1	Term 2	Term 3	Term 4		
English	UNIT 1	UNIT 2	UNIT 3	UNIT 4		
	Engaging with poetry	Character description	Retelling cultural stories	Creating procedural texts		
Mathematics	UNIT 1	UNIT 2	UNIT 3	UNIT 4		
	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan		
Science	UNIT 1	UNIT 2	UNIT 3	UNIT 4		
	Living adventure 🌐	Material madness	Changes around me	Exploring light and sound		
HASS	UNIT 1		UNIT 2			
	My changing life		My changing world			
Health	UNIT 1	UNIT 2	UNIT 3	UNIT 4		
	Health – My safety, my responsibilities	Health – Healthy me	Health – We all belong	Health – A little independence		
Physical Education	UNIT 1	UNIT 2	UNIT 3 – EVEN YEARS	UNIT 4 – EVEN YEARS		
	PE – Let’s Get Moving PE – Cross Country Preparation	PE – Take Your Marks, Get Set, Play! PE – Sports Day preparation.	PE – Hand/eye co-ordination skills and racquet skills	PE – Catch me if you can! PE – Swimming		
			UNIT 3 – ODD YEARS		UNIT 4 – ODD YEARS	
			PE – I’m a ‘balliever’ & ‘What’s your target’ Hand/eye co-ordination skills and racquet skills	PE – You Keep Me Rolling’ PE – Swimming		
German						
Technologies	Design Technologies: Grow, Grow, Grow! Honey jar designs.		Design Technologies – Spin it!			
The Arts (Music)	UNIT 1	UNIT 2	UNIT 3	UNIT 4		
	Music ‘Let’s Sing and Play Together’	Music – ‘Musical stories’	Music – ‘Different places’	Music – Musical stories		
The Arts (Other)	UNIT 1		UNIT 2			
	Visual Art – Using line and colour		Dance – Dancing Characters			



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Year Two				
Subject	Term 1	Term 2	Term 3	Term 4
English	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Exploring informative texts	Stories from Australia	Exploring characters	Exploring plot and characterisation
Mathematics	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan
Science	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Mix, make and use	Toy factory	Good to grow 🌐	Save planet Earth 🌐
HASS	UNIT 1		UNIT 2	
	Present connections to places 🌐		Impacts of technology over time	
Health	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Health – My classroom is healthy, safe and fun	Health – Our culture	Health – Stay safe	Health – Message targets
Physical Education	UNIT 1	UNIT 2	UNIT 3 – EVEN YEARS	UNIT 4 – EVEN YEARS
	PE – Let's Get Moving PE – Cross Country Preparation	PE – Take Your Marks, Get Set, Play! PE – Sports Day preparation.	PE – Hand/eye co-ordination skills and racquet skills	PE – Catch me if you can! PE – Swimming
			UNIT 3 – ODD YEARS	UNIT 4 – ODD YEARS
			PE – I'm a 'balliever' & 'What's your target' Hand/eye co-ordination skills and racquet skills	PE – You Keep Me Rolling' PE – Swimming
German				
Technologies	UNIT 1		UNIT 2	
	Digital Technologies – Computers: Handy helpers (introduce Sem 1, 2020)		Design Technologies – Spin it!	
The Arts (Music)	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Music – 'Different places'	Music – 'Musical stories'	Music – 'Save the world'	Music – 'Save the world' & 'Musical stories'
The Arts (Other)	UNIT 1		UNIT 2	
	Visual Art – New stories		Drama – Stories from the Past	



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Year Three				
Subject	Term 1	Term 2	Term 3	Term 4
English	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Analysing and creating persuasive texts	Examining and retelling stories from different perspectives	Procedural presentation	Imaginative narrative and poetry presentation
Mathematics	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan
Science	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Is it living?	Spinning Earth	Hot stuff	What's the matter?
HASS	UNIT 1		UNIT 2	
	Our unique communities		Exploring places near and far 🌐	
Health	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Health – Good friends	Health – Feeling Safe	Health – Healthy futures	Health – I am healthy and active
Physical Education	UNIT 1	UNIT 2	UNIT 3 – EVEN YEARS	UNIT 4 – EVEN YEARS
	PE – Personal Fitness & Scoot Scoot PE – Cross Country Preparation	PE – Athletics Spectacle Sports Day Preparation.	PE – All-code Football skills – AFL/Touch	PE – Bat Catch Howzat! PE – Swimming
			UNIT 3 – ODD YEARS	UNIT 4 – ODD YEARS
			PE – Polo Hockey Skill progression then modified game	PE – 'All-code Football skills' – Soccer/Futsal PE – Swimming
German				
Technologies	UNIT 1		UNIT 2	
	Digital Technologies – What digital systems do you use? (introduce Sem 1, 2020) 🌐		Design Technologies – Moon buggy	
The Arts (Music)	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Music – 'Let's Celebrate, Let's Remember' (15wks – ANZAC Day)	Music – 'Let's Celebrate, Let's Remember' (to ANZAC Day) + 'Musical Characters' (5 Weeks)	Music – 'Musical Characters and Action'	Music – 'Songs of Australia'
The Arts (Other)	UNIT 1		UNIT 2	
	Media – Persuade to protect		Dance – Dance Sequences	



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Year Four				
Subject	Term 1	Term 2	Term 3	Term 4
English	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	The Twits & sharing tradition stories	Historical recount and Funny poems	Information reports	Quest novel and exposition
Mathematics	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan
Science	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Here today, gone tomorrow	Fast forces!	Ready, set, grow!	Material use
HASS	UNIT 1		UNIT 2	
	Australia before, during & after European settlement		Using places sustainably	
Health	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Health – Making healthy choices	Health – Positive interactions	Health – Health channels	Health – Netiquette and online protocols
Physical Education	UNIT 1	UNIT 2	UNIT 3 – EVEN YEARS	UNIT 4 – EVEN YEARS
	PE – Personal Fitness & Scoot Scoot PE – Cross Country Preparation	PE – Athletics Spectacle Sports Day Preparation.	PE – All-code Football skills – AFL/Touch	PE – Bat Catch Howzat! PE – Swimming
			UNIT 3 – ODD YEARS	UNIT 4 – ODD YEARS
			PE – Polo Hockey Skill progression then modified game	PE – ‘All-code Football skills’ – Soccer/Futsal PE – Swimming
German	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Guten Tag Deutschland	I’m an Individual	Interacting with others	Celebrations and healthy foods
Technologies	UNIT 1		UNIT 2	
	Design Technologies – What’s for lunch?		Digital Technologies – What’s your waste footprint?	
The Arts (Music)	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Music – ‘Songs of Australia’	Music – ‘Musical Characters and Action’	Music – ‘Around the world with music’	Music – ‘Around the world with music’ + ‘Musical Characters and Action’ (5 weeks)
The Arts (Other)	UNIT 1		UNIT 2	
	Visual Art – Using line and colour		Drama – Country/Place	



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Year Five				
Subject	Term 1	Term 2	Term 3	Term 4
English	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Imaginative narrative	Persuasive texts	Exploring narrative through novels and film	Responding to poetry
Mathematics	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan
Science	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Survival in the environment 🌐	Our place in the solar system	Now you see it	Matter matters
HASS	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	People and the environment 🌐	Managing Australian communities	Communities in colonial Australia	Participating in Australian communities Australian communities of the future
Health	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Health – Emotional interactions	Health – Healthy habits	Health – Multicultural Australia	Health – Growing up
Physical Education	UNIT 1	UNIT 2	UNIT 3 – EVEN YEARS	
	PE – Fitness Fun PE – Cross Country Preparation	PE – Athletics Spectacle Sports Day Preparation.	PE – Built 4 B-Ball & N-Ball	
			UNIT 3 – ODD YEARS	
			PE – Hockey	
		UNIT 4 – EVEN YEARS		
		UNIT 4 – ODD YEARS		
		PE – ‘Tchoukball and European Handball’ PE – Swimming		
German	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Animals Adapt	Animals and their habitats 🌐	Project – Discovering a new animal	A place called home
Technologies	UNIT 1		UNIT 2	
	Digital Technologies – Data changing our world (introduce Sem 1, 2020) 🌐		Design Technologies – Designing a legacy item	
The Arts (Music)	UNIT 1	UNIT 2	UNIT 3	UNIT 4
	Music – ‘Let’s Celebrate, Let’s Remember’ (15wks – ANZAC Day)	Music – ‘Let’s Celebrate, Let’s Remember’ (to ANZAC Day) + ‘Rhythmic Riot’ (5 Weeks)	Music – ‘Going to the Movies’	Music – ‘Going to the Movies’
The Arts (Other)	UNIT 1		UNIT 2	
	Visual Art – Using visual arts elements		Drama – Creating stories	



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Year Six					
Subject	Term 1	Term 2	Term 3	Term 4	
English	UNIT 1	UNIT 2	UNIT 3	UNIT 4	
	Short stories	Examining advertising in the media	Interpreting literary texts	Comparing texts	
Mathematics	UNIT 1	UNIT 2	UNIT 3	UNIT 4	
	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan	See Whole School Curriculum Plan	
Science	UNIT 1	UNIT 2	UNIT 3		UNIT 4
	Our changing world	Energy and electricity	Making changes		Life on Earth
HASS	UNIT 1		UNIT 3	UNIT 4	UNIT 5
	Australia in the past	Australians as citizens	Australia in a diverse world	Australia's global connections	Making decisions to benefit my community
Health	UNIT 1	UNIT 2	UNIT 3		UNIT 4
	Health – Who influences me?	Health – Let's all be active	Health – What am I drinking?		Health – Transitioning
Physical Education	UNIT 1	UNIT 2	UNIT 3 – EVEN YEARS		UNIT 4 – EVEN YEARS
	PE – Fitness Fun PE – Cross Country Preparation	PE – Athletics Spectacle Sports Day Preparation.	PE – Built 4 B-Ball & N-Ball		PE – Over the Net PE – Swimming
			UNIT 3 – ODD YEARS		UNIT 4 – ODD YEARS
			PE – Hockey		PE – 'Tchoukball and European Handball' PE – Swimming
German	UNIT 1	UNIT 2	UNIT 3		UNIT 4
	All about myself/my family	Global chase	Project – A booklet on a country		Camping and Celebrations
Technologies	UNIT 1		UNIT 2		
	Design Technologies – The Light Horse Project		Digital Technologies – Data changing our world (introduce Sem 1, 2020)		
The Arts (Music)	UNIT 1	UNIT 2	UNIT 3		UNIT 4
	Music – 'Around the world with music')	Music – 'Rhythmic Riot'	Music – 'Let's Celebrate, Let's Remember'		Music – 'Let's Celebrate, Let's Remember' (Year 6 Graduation)
The Arts (Other)	UNIT 1		UNIT 2		
	Media – The Light Horse Project		Dance – Dance Events		



Reporting

For Years Prep to 7 teachers use the report formats in OneSchool to issue a written report to parents at least twice yearly and offer parent–teacher interviews every semester as per the requirements in the *P-12 curriculum, assessment and reporting framework* and the Policy statement: *Reporting to parents*.

Bald Hills State School completes written reports using the appropriate template in OneSchool. These report student achievement for each learning area/subject studied in the reporting period. Student effort and behaviour is also reported.

On request from a parent for information about their child’s performance relative to that of other students, the school provides a comparison of the student’s peer group at the school — subject to the privacy of individual students being maintained. This may not be possible for students on Individual Learning Plans.

Reporting: Prep Year

The Prep year has been recognised as the first year of schooling in Queensland from 2012. Prep is equivalent to the Foundation year (F) of the Australian Curriculum.

For Prep teachers:

- use the following five-point scale to report student achievement in the Australian Curriculum English, Mathematics, Science and History:
 - Applying (AP)** — The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.
 - Making Connections (MC)** — The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.
 - Working With (WW)** — The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.
 - Exploring (EX)** — The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.
 - Becoming Aware (BA)** — The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.
- N:** Insufficient evidence to make a judgment.¹
- use comments to report on student achievement in the early learning areas of: Social and personal learning; Health and physical learning; and Active learning processes (*Early Years Curriculum Guidelines*)
- report on effort and behaviour using comments.



Reporting: Years 1 – 3

For Years One to Three, teachers use the following five-point scale to report student achievement:

Very High — The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.

High — The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.

Sound — The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.

Developing — The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skills in situations familiar to them.

Support required — The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.

N: Insufficient evidence to make a judgment.

Report on effort and behaviour using: Very high, High, Sound, Developing, Support required.

Reporting: Years 4 – 6

For Years Four to Six, teachers use the following five-point scale to report student achievement:

A — The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.

B — The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.

C — The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.

D — The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skills in situations familiar to them.

E — The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.

N: Insufficient evidence to make a judgment.

Report on effort and behaviour using: Very high, High, Sound, Developing, Support required.



Reporting: Standards

Reporting is based on standards.

Teachers judge the quality of student achievement using the standards specified in the *P-12 curriculum, assessment and reporting framework* Section 2.2 *Making judgments about student performance*.

Reporting: Evidence

Reporting is based on evidence.

Bald Hills State School reports to parents on student achievement against the relevant achievement standards for each learning area or subject.

Reports reflect:

- judgments about the quality of student learning based on evidence collected over time
- the student's most consistent level of achievement with consideration given to more recent evidence.

The evidence of each student's achievement is collected using a range of assessments aligned to the curriculum. This collection (assessment folio) is used as the basis for judgments about the student's overall level of achievement in the subject or learning area for the purpose of reporting (see Policy statement: *Assessment* for information on assessment folios).



Reporting: On-balance judgments

Teachers report to parents by making an on-balance judgment (informed by the evidence in the assessment folio) to award an overall level of achievement in the learning area or subject at the end of a reporting period.

Teachers make on-balance judgments about the quality of student work in the assessment folio, that is, how well the student has met those elements of the achievement standard that have been taught and assessed during the reporting period. A level of achievement is then awarded using a five-point scale (A–E or equivalent depending on the year level).

Reporting: Teaching and Assessment

Teachers report against what is taught and assessed. Students are assessed and reported against the achievement standard for the year level curriculum they are taught. Students who receive highly focused and intensive teaching within a unit of work, or a particular aspect of a learning area, are still assessed and reported against their year level achievement standard for that learning area.

For any student provided with a different year level curriculum than their age cohort, for particular learning areas (as identified in their Individual Learning Plan) are assessed and reported against the achievement standards for the year level curriculum they are taught.