



# WHOLE SCHOOL CURRICULUM, ASSESSMENT & REPORTING PLAN 2018

		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	Term 1	<b>UNIT 1</b>	<b>UNIT 1</b>	<b>UNIT 1</b>	<b>UNIT 1</b>	<b>UNIT 1</b>	<b>UNIT 1</b>	<b>UNIT 1</b>
		<b>Enjoying our new world</b>	<b>Engaging with poetry</b>	<b>Exploring informative texts</b>	<b>Analysing and creating persuasive texts</b>	<b>The Twits &amp; sharing tradition stories</b>	<b>Imaginative narrative</b>	<b>Short stories</b>
	Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.	Students listen to, 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.	Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.	Students read, view and analyse persuasive texts. They demonstrate their understanding of persuasive language features are used to influence an audience and use this language to create their own persuasive texts. Students also 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.	Students share and read "The Twits" by Roald Dahl. They create an extra chapter, with a new trick, to add to the novel. Students then read and share Traditional Aboriginal and Torres Strait Islander stories, choosing one to present to their class group as an oral, multimodal presentation.	Students explore a range of non-stereotypical characters and elaborated events, including flashbacks and shifts in time in junior and early adolescent novels. They create an imaginative narrative, that explores themes of interpersonal relationships and ethical dilemmas between two characters in real-world or fantasy settings.	Students read and view short stories and write a short story about a character that faces a conflict. They also reflect on the writing process when making and explaining editing choices.	
	Assessment: <i>Oral</i> Students select a favourite story, draw a picture about the story and then create a short spoken response to elements of the story.	Assessment 1: <i>Written</i> Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning. Assessment 2: <i>Oral</i> Students perform a recitation or reading of a poem for a familiar audience.	Assessment: <i>Written / Oral</i> Students create an informative text with a supporting image and present text to the class.	Assessment 1: <i>Written</i> Students write a letter to persuade teachers that all children who live in a city should visit a farm when they are in primary school. Assessment 2: <i>Comprehension</i> Students comprehend the story "The Peasant Prince" drawing on knowledge of context, text structure and language features, and evaluate language and images in the text.	Assessment 1: <i>Written</i> Students create an extra chapter for The Twits with a new trick. Assessment 2: <i>Oral</i> Students present a retell of a traditional Aboriginal or Torres Strait Islander story	Assessment 1: <i>Spoken</i> Students analyse and compare two characters involved in an ethical dilemma. Assessment 2: <i>Written</i> Students create an imaginative narrative that explores an ethical dilemma between two characters, set in the real world or a fantasy world.	Assessment 1: <i>Written</i> Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices. Assessment 2: <i>Oral</i> Students present their short story to their peers.	
	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	
	<b>Enjoying and retelling stories</b>	<b>Character description</b>	<b>Stories from Australia</b>	<b>Examining and retelling stories from different perspectives</b>	<b>Historical recount and Funny poems</b>	<b>Persuasive texts</b>	<b>Examining advertising in the media</b>	
Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. Students sequence events from a range of texts and select a favourite story to retell to a small group of classmates. They prepare for their spoken retell by drawing events in sequence and writing simple sentences.	Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. They describe the features of a character in a literary text, and discuss their choices in an interview.	Students explore Australian poetry and stories, visual art and music inspired by the environment, historic buildings or where an author or artist lives, including Aboriginal Peoples and Torres Strait Islander Peoples who have stories, poetry, oral narrative traditions deeply connected to land and country. They analyse texts using new knowledge of context, language and visual features.	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.	Students share and read "Eliza Bird; Child Convict" and then plan and create a recount from the point of view of a child convict or Aboriginal child who lived in the area that the First Fleet colonised. Students then read, share and enjoy funny poems, investigating poetic features and devices. They prepare and present a humorous poem of their choice.	Students listen to, read, view, interpret and evaluate a range of informative texts, including various types of media texts, newspapers, film, digital and nonfiction texts. They participate in a group debate and create an informative report using technical and content information about a topic of interest.	Students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect. Students demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.		
Assessment: <i>Oral</i> Students demonstrate comprehension of, and personal connection to, a familiar story through retelling events to peers.	Assessment 1: <i>Written</i> Students create a character description using writing and images. Assessment 2: <i>Oral</i> Students answer questions in an interview with the teacher about the character from a familiar story that they have described.	Assessment 1: <i>Written</i> Students create an innovation of a known poem. Assessment 2: <i>Oral</i> Students present their poetry innovation to a familiar audience.	Assessment 1: <i>Written</i> Students prepare a spoken retell of "The Lorax" from the perspective of another character in the text. Assessment 2: <i>Oral</i> Students present their spoken retell of "The Lorax" from the perspective of another character in the text.	Assessment 1: <i>Written</i> Students create a historical recount from the perspective of a child convict (from London to Australia) Assessment 2: <i>Oral</i> Students choose a funny poem to present to peers, explaining audience, why it was chosen and poetic devices.	Assessment 1: <i>Oral</i> Students participate in a small group debate about a given topic (e.g. <i>Should homework be banned?</i> ). Assessment 2: <i>Written</i> Students create a feature article using technical and content information about a topic of interest (e.g. <i>Should flying foxes be relocated?</i> ).	Assessment: <i>Multimodal</i> Students create a multimodal advertisement and explain how it persuades the viewer.		
Term 2	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	
	<b>Enjoying and retelling stories</b>	<b>Character description</b>	<b>Stories from Australia</b>	<b>Examining and retelling stories from different perspectives</b>	<b>Historical recount and Funny poems</b>	<b>Persuasive texts</b>	<b>Examining advertising in the media</b>	

		UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3
<b>Term 3</b>		<b>Interacting with others</b>	<b>Retelling cultural stories</b>	<b>Exploring characters</b>	<b>Procedural presentation</b>	<b>Information reports</b>	<b>Exploring narrative through novels and film</b>	<b>Interpreting literary texts</b>
		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 create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.	Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.	Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.	Students listen to, read, view and analyse informative and literary texts, and create and present a spoken procedure by a character.	Students investigate how informative texts present new content and use illustrations and diagrams to convey information. They listen to, read, and view a range of stories about South American and African countries and research to create an information report with sequenced information. Students use their information reports from the science unit to create and present a multimodal presentation to an audience of their peers.	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. Students create a written comparison of a novel and the film version of the novel.	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. Students create a literary text that establishes time and place for the reader and explores personal experiences.
		Assessment 1: <i>Oral</i> Students listen and demonstrate knowledge of rhyme through written and spoken communication. Assessment 2: <i>Oral</i> Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.	Assessment: <i>Written / Oral</i> Students create and present a retelling of a traditional or cultural story.	Assessment: <i>Written</i> Students compare characters in two versions of the same story and express a preference for a character.	Assessment 1: <i>Written</i> Students create a spoken procedure in the role of a character from the story "Fantastic Mr Fox" where the character is explaining how to do something. Assessment 2: <i>Oral</i> Students present a spoken procedure in the role of a character from the story "Fantastic Mr Fox" where the character is explaining how to do something.	Assessment 1: <i>Written</i> Students research and construct an information report on a country from South America or Africa. Assessment 2: <i>Multimodal</i> Students create and present a multimodal presentation to an audience of their peers.	Assessment 1: <i>Written</i> Students construct a written comparison of the novel and film versions of <i>Storm Boy</i> Assessment 2: <i>Oral</i> Students participate in a spoken panel discussion to review the film <i>Storm Boy</i>	Assessment 1: <i>Written</i> Students write a letter to a student in the future to evoke a sense of time and place. Assessment 2: <i>Oral</i> Students present their letter to their peers.
<b>Term 4</b>		<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>
		<b>Responding to text</b>	<b>Creating procedural texts</b>	<b>Exploring plot and characterisation</b>	<b>Imaginative narrative and poetry presentation</b>	<b>Quest novel and exposition</b>	<b>Responding to poetry</b>	<b>Comparing texts</b>
	Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.	Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a presentation of a procedure from a literary context.	Students explore a variety of stories in picture books to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.	Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. Students read, share and enjoy poems, noting poetic features and devices.	Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. They investigate persuasive techniques including language features and devices. Students create a persuasive text to persuade a person from Rin to join the team on the quest to save the town.	Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a multimodal narrative.	Students listen to, read, view and analyse literary and informative texts on the same topic. They explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts. They compare & analyse the effectiveness of each text in its ability to deliver a message and write arguments persuading others to a particular point of view.	
	Assessment 1: <i>Oral</i> Students read aloud and answer comprehension questions. Assessment 2: <i>Written</i> Students write a letter to a main character from a familiar story and create a supporting image or illustration.	Assessment: <i>Multimodal</i> Students create a multimodal procedure, combining and connecting written, visual and spoken elements.	Assessment: <i>Multimodal</i> Students write and present an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.	Assessment 1: <i>Written</i> Students create an imaginative text about overcoming a fear. Assessment 2: <i>Oral</i> Students present a poem of their choice to the class.	Assessment 1: <i>Written</i> Students create a persuasive text to persuade a person from Rin to join the team on the quest to save the town – persuade a villager from Rin to join you for a part of the quest up the mountain Assessment 2: <i>Oral</i> Students participate in an online discussion about the novel, Rowan of Rin.	Assessment 1: <i>Oral</i> Students participate in a small group discussion to analyse the devices and figurative language used in a chosen poem. Assessment 2: <i>Multimodal</i> Students create a transformation of a narrative poem to a digital multimodal narrative.	Assessment: <i>Written / Oral</i> Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.	

		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mathematics	Term 1	<b>UNIT 1</b>	<b>UNIT 1</b>	<b>UNIT 1</b>	<b>UNIT 1</b>	<b>UNIT 1</b>	<b>UNIT 1</b>	<b>UNIT 1</b>
		Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:
	<ul style="list-style-type: none"> <li>Number and place value – count in 1s, counting sequences, arrangements to 10, match numerals to quantities, sequence, order quantities and numerals</li> <li>Patterns and algebra – sort objects based on similar features</li> <li>Using units of measurement – Stages of activities, duration of events, size of objects, describe the objects</li> <li>Location and direction – positional language to describe location, positional opposites, represent locations with models and images</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – 1s counting sequence to &amp; from 100, skip counting by 2s, 5s &amp; 10s from zero; recognise, model, read, write and order numbers to 100 and locate on a number line, solve simple addition &amp; subtraction problems</li> <li>Patterns and algebra – number patterns formed by skip counting &amp; patterns with objects</li> <li>Using units of measurement – duration using months, weeks, days and hours</li> <li>Data representation and interpretation – simple questions to gather responses &amp; make inferences; gather, record and represent data, describe displays</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – groups of ten, two-digit numbers, 2s, 5s 10s counting sequences, part-part-whole relationships to solve problems, addition number facts, simple addition &amp; subtraction problems</li> <li>Using units of measurement – days of the week, months of the year, calendars, seasons to the months of the year, non-standard units to measure length</li> <li>Chance – every day chance events, likely, unlikely, certain, impossible outcomes</li> <li>Data representation and interpretation – simple data in lists, tables, &amp; picture graphs</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – count to 1 000, odd and even numbers, 3-digit numbers, addition facts and related subtraction facts, addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, simple multiplication problems, multiplication number facts.</li> <li>Using units of measurement – time to 5-minute intervals, one metre as a standard metric</li> <li>Chance – outcomes of chance experiments</li> <li>Data representation and interpretation – collect, record &amp; display simple data, record data in lists and tables</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – Numbers to ten thousands, partitioning &amp; ordering, odd &amp; even numbers, addition &amp; subtraction</li> <li>Patterns and algebra – properties of numbers to continue patterns</li> <li>Using units of measurement – time durations, instruments to accurately measure lengths</li> <li>Geometric reasoning – right angles</li> <li>Chance – dependent and independent events, probabilities of everyday events</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – factors and multiples, split &amp; compensate multiplication strategy, round and estimate, mental computation strategies for division</li> <li>Fractions and decimals – unit fractions, simple fractions with the same denominator.</li> <li>Using units of measurement – measurement of time, 24-hour time, perimeters of rectangles, area of rectangles.</li> <li>Chance – chance experiments, possible &amp; equally likely outcomes represented as fractions</li> <li>Data representation and interpretation – numerical &amp; categorical data</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – properties of prime &amp; composite numbers, mental &amp; written strategies to solve problems, multiplication &amp; division problems with whole numbers, square &amp; triangular numbers, problems using the order of operations, multiplication and division problems</li> <li>Fractions and decimals – fractions with related denominators</li> <li>Patterns and algebra – sequences involving whole numbers &amp; decimals, order of operations to perform calculations, sequences involving fractions and decimals</li> <li>Shape – nets &amp; models of simple prisms and pyramids</li> <li>Chance – chance experiments &amp; probability of outcomes as a fraction or decimal</li> <li>Data representation and interpretation – data displays, categorical &amp; numerical data</li> </ul>	
	<p>Assessment: <b>Counting and sorting objects</b> <i>Interview/observation</i> Students count collections of objects to 10 and sort objects into groups.</p>	<p>Assessment 1: <b>Number</b> <i>Written short answer test</i> Students complete pre-test questions about counting, number sequences and patterning. <b>Assessment 2:</b> <b>Demonstrating concepts 1</b> <i>Written short answer test</i> Students complete questions on number, basic addition and days of the week, and complete a data investigation using picture and bar graphs.</p>	<p>Assessment 1: <b>In the toyshop window</b> <i>Investigation</i> Students conduct a survey to collect, represent and describe simple, single-variant data. <b>Assessment 2:</b> <b>Describing, representing and using additive concepts</b> <i>Short answer questions</i> Students describe, represent and use additive concepts in different situations.</p>	<p>Assessment 1: <b>Time concepts</b> <i>Short answer questions</i> Students complete short answer test on time concepts. <b>Assessment 2:</b> <b>Counting &amp; comparing numbers</b> <i>Short answer questions</i> Students recognise, represent, count and compare numbers. <b>Assessment 3:</b> <b>Addition &amp; subtraction problems</b> <i>Short answer questions</i> Students solve addition and subtraction problems.</p>	<p>Assessment: <b>Pre- and post- tests</b> every 2 – 3 weeks <i>Short answer questions</i> Students complete pre- and post-short answer test on concepts taught.</p>	<p>Assessment 1: <b>Number crunch</b> <i>Short answer questions</i> Students solve number problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. <b>Assessment 2:</b> <b>Digging into data</b> <i>Short answer questions</i> Students classify and interpret data and pose questions to gather data.</p>	<p>Assessment: <b>Pre- and post- tests</b> every 2 – 3 weeks <i>Short answer questions</i> Students complete pre- and post-short answer test on concepts taught.</p>	
Term 2	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>
	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:
	<ul style="list-style-type: none"> <li>Number and place value – counting sequences, connect number names, numerals &amp; quantities, subitise collections to 10</li> <li>Patterns and algebra – repeating patterns</li> <li>Using units of measurement – length, height, thickness of objects using direct &amp; indirect comparison, durations &amp; daily events</li> <li>Shape – lines &amp; familiar two-dimensional shapes, compare and sort objects based on shape and function</li> <li>Location and transformation – position &amp; movement, give &amp; follow movement directions, explore locations</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – 1s counting sequence to &amp; from 100, skip counting by 2s, 5s &amp; 10s from zero; recognise, model, read, write and order numbers to 100 and locate on a number line, solve simple addition &amp; subtraction problems</li> <li>Fractions and decimals – wholes &amp; halves, partition to make equal parts</li> <li>Money and financial mathematics – features of, order &amp; value of Australian coins</li> <li>Patterns and algebra – number patterns formed by skip counting &amp; patterns with objects</li> <li>Using units of measurement – lengths &amp; capacities of pairs of objects, tell time to the half-hour</li> <li>Location and transformation – directions to familiar locations</li> <li>Chance – chance of familiar events occurring</li> <li>Data representation and interpretation – simple questions to gather responses &amp; make inferences; gather, record and represent data, describe displays</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – 2-digit numbers, part-part-whole relationships, add &amp; subtract single &amp; 2-digit numbers, simple grouping &amp; sharing problems</li> <li>Fractions and decimals – halves, quarters &amp; eighths of shapes &amp; collections</li> <li>Money and financial mathematics – Australian coins, \$5 &amp; \$10 notes, collections of coins &amp; notes</li> <li>Patterns and algebra – 3s counting sequence, number patterns</li> <li>Using units of measurement – number of days in each month, seasons, time to the quarter hour</li> <li>Shape – features of familiar 2D shapes &amp; 3D objects</li> <li>Location and transformation – simple maps of familiar locations, 'bird's-eye view'</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – 3-digit numbers, count to &amp; beyond 1000, addition &amp; subtraction word problems, double &amp; halve multiples of ten</li> <li>Fractions and decimals – fractions as equal portions or shares, halves, thirds, quarters &amp; eighths of shapes &amp; collections</li> <li>Money and financial mathematics – coins and notes, equivalent combinations, calculate change from simple transactions</li> <li>Patterns and algebra – pattern rules, number patterns</li> <li>Location and transformation – simple grid maps, full, half &amp; quarter turns &amp; movement &amp; pathways on a simple grid map</li> <li>Geometric reasoning – angles in the environment &amp; everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – 5-digit numbers, multiplication strategies with no remainders, factors &amp; multiples</li> <li>Money and financial mathematics – money amounts &amp; change</li> <li>Patterns and algebra – number sentences involving multiplication</li> <li>Using units of measurement – time durations</li> <li>Location and transformation – symmetry, patterns, flip, slide &amp; turn</li> <li>Geometric reasoning – right angles, angles not equal to a right angle</li> <li>Data representation and interpretation – data collection methods, constructing &amp; interpreting graphs</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – multiplication &amp; division problems with no remainders, factors &amp; multiples</li> <li>Fractions and decimals – connections between fractional numbers &amp; the place value system</li> <li>Patterns and algebra – patterns involving whole numbers, fractions and decimals, strategies to find unknown quantities</li> <li>Shape – properties &amp; representations of 3D objects</li> <li>Location and transformation – rotation symmetry, transformations using symmetry, features of transformed shapes</li> <li>Geometric reasoning – components &amp; size of angles</li> <li>Data representation and interpretation – data representations</li> </ul>	<ul style="list-style-type: none"> <li>Fractions and decimals – problems involving decimals, fractions with related denominators &amp; locate them on a number line, problems using the order of operations, multiplication and division problems</li> <li>Money and financial mathematics – percentage discounts of 10%, 25% and 50%</li> <li>Using units of measurement – comparison of lengths &amp; areas, timetables, volume and capacity</li> <li>Geometric reasoning – angles on a straight line, at a point &amp; vertically opposite angles, generalisations to find unknown angles</li> </ul>	

	<p>Assessment: <b>Connecting, counting &amp; sorting</b> <i>Interview/observation</i> Students make connections between number names, numerals &amp; quantities up to 10. They count to and from 10 and order small collections to 10. Students sort shapes.</p>	<p>Assessment: <b>Demonstrating concepts 2</b> <i>Written short answer test</i> Students complete questions to demonstrate their understanding of number, addition and subtraction, fractions, money, measurement and time, chance and location, and complete a data investigation.</p>	<p>Assessment 1: <b>Identifying and continuing additive number patterns</b> <i>Short answer questions</i> Students identify and continue additive number patterns. Assessment 2: <b>Time</b> <i>Short answer questions</i> Students complete short answer test on time concepts. Assessment 3: <b>Money and additive concepts</b> <i>Short answer questions</i> Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies.</p>	<p>Assessment 1: Week 6 <b>Conduct a chance experiment</b> <i>Investigation</i> Students collect and interpret data from a simple chance experiment.</p>	<p>Assessment: <b>Pre- and post- tests</b> every 2 – 3 weeks <i>Short answer questions</i> Students complete pre- and post-short answer test on concepts taught.</p>	<p>Assessment 1: <b>Multiplicative reasoning &amp; factors</b> <i>Short answer questions</i> Students solve multiplication and division problems by efficiently and accurately. They locate, represent, compare and order fractions and add and subtract fractions with the same denominator. Assessment 2: <b>Generation Geometry</b> <i>Short answer questions</i> Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry.</p>	<p>Assessment: <b>Pre- and post- tests</b> every 2 – 3 weeks <i>Short answer questions</i> Students complete pre- and post-short answer test on concepts taught.</p>
	<b>UNIT 3</b>	<b>UNIT 3</b>	<b>UNIT 3</b>	<b>UNIT 3</b>	<b>UNIT 3</b>	<b>UNIT 3</b>	<b>UNIT 3</b>
	<b>Students develop understandings of:</b>	<b>Students develop understandings of:</b>	<b>Students develop understandings of:</b>	<b>Students develop understandings of:</b>	<b>Students develop understandings of:</b>	<b>Students develop understandings of:</b>	<b>Students develop understandings of:</b>
	<ul style="list-style-type: none"> <li>Number and place value – compare quantities, equalise quantities, combine &amp; share collections, represent addition situations, partition quantities, identify equal parts of a whole.</li> <li>Patterns and algebra – growing patterns, equal quantities</li> <li>Using units of measurement – direct and indirect 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>Data representations and interpretation – use data displays to answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – 1s counting sequence to &amp; from 100, skip counting by 2s, 5s &amp; 10s from zero; recognise, model, read, write and order numbers to 100 and locate on a number line, solve simple addition &amp; subtraction problems</li> <li>Money and financial mathematics – features of, order &amp; value of Australian coins</li> <li>Patterns and algebra – number patterns formed by skip counting &amp; patterns with objects</li> <li>Using units of measurement – lengths &amp; capacities of pairs of objects, tell time to the half-hour, duration using months, weeks, days &amp; hours</li> <li>Shape – familiar 2D shapes, geometric features of 3D objects</li> <li>Location and transformation – directions to familiar locations</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – count to and from 1000, 3-digit numbers, addition &amp; subtraction number facts, add &amp; subtract with two-digit numbers, multiplication to solve problems</li> <li>Fractions and decimals – halves, quarters &amp; eighths of shapes &amp; collections, simple fraction problems</li> <li>Money and financial mathematics – collections of coins and notes</li> <li>Using units of measurement – length, area &amp; capacity using informal units, seasons &amp; calendars</li> <li>Location and transformation – one-step transformations including turns, flips &amp; slides</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – sequences beyond 1000, 3-digit &amp; 4-digit numbers, part-part-whole relationships in multiplication &amp; division situations, add &amp; subtract 2-digit numbers and 3-digit numbers, multiplication &amp; division number facts, number sentences</li> <li>Fractions and decimals – unit fractions of shapes &amp; collections, simple problems involving, halves, thirds, quarters &amp; eighths</li> <li>Money and financial mathematics – collections of coins and notes, change and simple totals</li> <li>Patterns and algebra – number patterns to 10 000</li> <li>Units of measurement – metric units, time to the minute on digital and analog clocks</li> <li>Location and transformation – symmetrical &amp; non-symmetrical shapes</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – number sequences &amp; multiples, multiplication &amp; division strategies</li> <li>Fractions and decimals – equivalent fractions</li> <li>Patterns and algebra – number sentences involving multiplication</li> <li>Using units of measurement – temperature, volume &amp; capacity informal &amp; standard units</li> <li>Shape – compare &amp; contrast 2D shapes</li> <li>Location and transformation – symmetry &amp; symmetrical designs</li> <li>Data representation and interpretation – data collection methods, constructing &amp; interpreting graphs</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – arrays to multiply 1- and 2-digit numbers, divisibility rules to divide, solve problems involving computation and apply computation to money problems</li> <li>Fractions and decimals – connections between fractions &amp; decimals, order decimals</li> <li>Money and financial mathematics – income &amp; expenditure, savings &amp; spending plans, financial plans</li> <li>Patterns and algebra – rules for patterns involving the addition and subtraction of fractions</li> <li>Using units of measurement – units for length, area, capacity &amp; mass</li> <li>Location and transformation – mapping conventions, simple maps, alphanumeric grids, symmetrical designs</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – prime, composite, square &amp; triangular numbers, problems involving all 4 operations with whole numbers, positive and negative integers, problems using the order of operations, multiplication and division problems</li> <li>Fractions and decimals – fractions with related denominators, problems involving fractions &amp; decimals</li> <li>Using units of measurement – connect decimals to the metric system, problems involving length &amp; area, connect volume &amp; capacity</li> <li>Location and transformation – four quadrants on a Cartesian plane, one-step transformations and combinations of translations, translations, reflections &amp; rotations to create symmetrical shapes</li> <li>Chance – chance experiments, frequency tables, relative frequency, probability written as a fraction, decimal or percent</li> <li>Data representation and interpretation – primary &amp; secondary data, data displays</li> </ul>
<b>Term 3</b>	<p>Assessment: <b>Days of the week &amp; data collection</b> <i>Interview/observation</i> Students connect events to days of the week. They undertake yes/no data collection.</p>	<p>Assessment: <b>Demonstrating concepts 3</b> <i>Written short answer test</i> Students complete questions to demonstrate their understanding of number, addition and subtraction, money, time and measurement, months of the year, shape and direction.</p>	<p>Assessment 1: <b>Seasons and calendars</b> <i>Short answer questions</i> Students complete short answer test to identify days of the week, months of the year, calendars, and seasons to the months of the year. Assessment 2: <b>Counting and multiplication</b> <i>Short answer questions</i> Students count to and from 1000. They represent multiplication by grouping into sets. Assessment 3: <b>Dividing into equal groups</b> <i>Short answer questions</i> Students divide collections and shapes into halves, quarters and eighths. They divide a class or collection of objects into equal-sized groups and solve simple problems.</p>	<p>Assessment 1: <b>Money</b> <i>Short answer questions</i> Students represent money values in various ways and correctly count change from financial transactions. Assessment 2: <b>Measurement</b> <i>Short answer questions</i> Students use metric units for length, mass and capacity.</p>	<p>Assessment: <b>Pre- and post- tests</b> every 2 – 3 weeks <i>Short answer questions</i> Students complete pre- and post-short answer test on concepts taught.</p>	<p>Assessment 1: <b>George &amp; Janelle's eggcellent idea</b> <i>Short answer questions</i> Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. Assessment 2: <b>Great garden – perfecting patterns</b> <i>Short answer questions</i> Students choose appropriate units of measurement for length, area, volume, capacity and mass. They calculate perimeter and area of rectangles.</p>	<p>Assessment: <b>Pre- and post- tests</b> every 2 – 3 weeks <i>Short answer questions</i> Students complete pre- and post-short answer test on concepts taught.</p>

		UNIT 4	UNIT 4	UNIT 4	UNIT 4	UNIT 4	UNIT 4
Term 4	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:
	<ul style="list-style-type: none"> <li>Number and place value – count forwards and backwards from different starting points, match number names, numerals &amp; quantities, identify parts in a collection; identify addition, make equal groups</li> <li>Using units of measurement – mass, length &amp; capacity of objects, duration of events</li> <li>Location and transformation – position &amp; direction</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – 1s counting sequence to &amp; from 100, skip counting by 2s, 5s &amp; 10s from zero; recognise, model, read, write and order numbers to 100 and locate on a number line, solve simple addition &amp; subtraction problems</li> <li>Fractions and decimals – wholes &amp; halves, partition to make equal parts</li> <li>Money and financial mathematics – features of, order &amp; value of Australian coins</li> <li>Patterns and algebra – number patterns formed by skip counting &amp; patterns with objects</li> <li>Using units of measurement – tell time to the half-hour</li> <li>Shape – familiar 2D shapes, geometric features of 3D objects</li> <li>Chance – chance of familiar events occurring</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – addition &amp; subtraction number facts, inverse relationships, add single-digit &amp; 2-digit numbers, add 3-digit numbers &amp; subtract 2-digit numbers</li> <li>Fractions and decimals – halves, quarter &amp; eighths of shapes &amp; collections</li> <li>Using units of measurement – mass, length, area &amp; capacity of objects and shapes, tell time to the quarter hour</li> <li>Shape – features of 2D shapes &amp; 3D objects</li> <li>Location and transformation – half &amp; quarter turns, simple maps.</li> <li>Chance – predict the likelihood of an event based on data</li> <li>Data representation and interpretation – data to answer questions, represent data</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – addition &amp; related subtraction number facts, multiplication &amp; related division facts, multiply two-digit numbers by single-digit multipliers, multiplication &amp; division word problems</li> <li>Fractions and decimals – familiar unit fractions &amp; their multiples equivalent fractions, simple problems involving fractions</li> <li>Money and financial mathematics – change required for simple transactions to the nearest 5 cents</li> <li>Using units of measurement – familiar metric units of length, mass &amp; capacity</li> <li>Shape – 3D objects</li> <li>Location and transformation – symmetry, simple maps &amp; plans</li> <li>Geometric reasoning – angles as measures of turn, angle sizes</li> <li>Data representation and interpretation – gather, organise, represent &amp; interpret data</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – Numbers to ten thousands, patterns &amp; sequencing</li> <li>Fractions and decimals – fractions &amp; corresponding decimals</li> <li>Money and financial mathematics – problems and budgets</li> <li>Patterns and algebra – equivalent number sentences</li> <li>Using units of measurement – am &amp; pm notation, solve simple time problems, area &amp; perimeter</li> <li>Location and transformation – scale, legends &amp; directions</li> <li>Chance – possibility of everyday events, dependent &amp; non-dependent chances</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – addition, subtraction, multiplication &amp; division problems, factors &amp; multiples, estimation &amp; rounding</li> <li>Fractions and decimals – decimal skills, extend the number system to thousandths and beyond</li> <li>Money and financial mathematics – simple budgets, money, GST, financial decisions</li> <li>Using units of measurement – 12- &amp; 24-hour time</li> <li>Location and transformation – maps &amp; grids, use a grid to describe locations, position &amp; directional language</li> <li>Geometric reasoning – angles</li> <li>Chance – chance experiments, express probability on a numerical continuum</li> <li>Data representation and interpretation – types of data, column graph/dot plot</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value – problems using the order of operations, multiplication and division problems</li> <li>Fractions and decimals – add, subtract &amp; multiply decimals, divide decimals by whole numbers, fraction of a quantity &amp; percentage discount</li> <li>Money and financial mathematics – connect fractions and percentage, calculate percentages &amp; discounts of 10%, 25% &amp; 50%</li> <li>Patterns and algebra – number patterns, rules to continue patterns</li> <li>Geometric reasoning – angles, generalisations about angles on a straight line, at a point &amp; vertically opposite angles</li> </ul>
<p>Assessment:</p> <p><b>Connecting &amp; counting</b> <i>Interview/observation</i></p> <p>Students connect number names, numerals and quantities up to 10. They count to and from 20.</p>	<p>Assessment:</p> <p><b>Demonstrating concepts 4</b> <i>Written short answer test</i></p> <p>Students complete questions to demonstrate their understanding of number, addition and subtraction, fractions money, time, shape and chance.</p>	<p>Assessment 1:</p> <p><b>Two-dimensional shapes and three-dimensional objects</b> <i>Short answer questions</i></p> <p>Students draw two-dimensional shapes and recognise the features of three-dimensional objects.</p> <p>Assessment 2:</p> <p><b>Representing data and chance</b> <i>Short answer questions</i></p> <p>Students complete short answer test on chance and data concepts.</p> <p>Assessment 3:</p> <p><b>Flip, slide, turn</b> <i>Short answer questions</i></p> <p>Students explain the effects of one-step transformations.</p>	<p>Assessment 1:</p> <p><b>Unit fractions &amp; multiplication</b> <i>Short answer questions</i></p> <p>Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication and model and represent unit fractions.</p> <p>Assessment 2:</p> <p><b>Grid maps &amp; symmetry</b> <i>Short answer questions</i></p> <p>Students match positions on maps with given information, and identify symmetry in the environment.</p> <p>Assessment 3:</p> <p><b>Making 3D models &amp; recognising angles</b> <i>Project</i></p> <p>Students make a model of a three-dimensional object and recognise angles in real situations.</p> <p>Assessment 4:</p> <p><b>Number concepts</b> <i>Short answer questions</i></p> <p>Students complete short answer test on number concepts.</p>	<p>Assessment:</p> <p><b>Pre- and post- tests</b> every 2 – 3 weeks <i>Short answer questions</i></p> <p>Students complete pre- and post-short answer test on concepts taught.</p>	<p>Assessment 1:</p> <p><b>12 and 24 hour time</b> <i>Short answer questions</i></p> <p>Students convert between 12 and 24-hour time.</p> <p>Assessment 2:</p> <p><b>Fantastic factors &amp; magnificent multiples</b> <i>Short answer questions</i></p> <p>Students identify and describe factors and multiples of whole numbers.</p> <p>Assessment 3:</p> <p><b>What is the chance of that?</b> <i>Short answer questions</i></p> <p>Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.</p>	<p>Assessment:</p> <p><b>Pre- and post- tests</b> every 2 – 3 weeks <i>Short answer questions</i></p> <p>Students complete pre- and post-short answer test on concepts taught.</p>	



	Move it, move it	Exploring light and sound	Save planet Earth	What's the matter?	Fast forces!	Matter matters	Life on Earth
	Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses.	Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects.	Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things.	Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids.	Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects.	Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties.	Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests.
	<p>Assessment:</p> <p><b>Investigating movement</b></p> <p><i>Collection of work</i></p> <p>Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p>	<p>Assessment:</p> <p><b>Light and sound</b></p> <p><i>Short response questions</i></p> <p>Students determine and evaluate sources of light and sound.</p>	<p>Assessment:</p> <p><b>Using Earth's resources</b></p> <p><i>Report</i></p> <p>Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations.</p>	<p>Assessment:</p> <p><b>Liquids and solids</b></p> <p><i>Short answer questions</i></p> <p>Students complete a short answer test matter to demonstrate their understanding of liquids and solids.</p>	<p>Assessment:</p> <p><b>Investigating contact and non-contact forces</b></p> <p><i>Experimental investigation</i></p> <p>Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>	<p>Assessment 1:</p> <p><b>Solids, liquids and gases</b></p> <p><i>Short answer questions</i></p> <p>Students describe and apply knowledge of the properties of solids, liquids &amp; gases.</p> <p>Assessment 2:</p> <p><b>Investigating evaporation and explaining solids, liquids and gases</b></p> <p><i>Experimental Investigation</i></p> <p>Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.</p>	<p>Assessment:</p> <p><b>Investigating mouldy bread</b></p> <p><i>Experimental investigation</i></p> <p>Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.</p>

		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humanities and Social Sciences	Term 1	UNIT 1	UNIT 1	UNIT 2	UNIT 1	UNIT 1	UNIT 1	UNIT 1
		My family history	My changing life	Present connections to places	Our unique communities	Australia before, during & after European settlement	People and the environment	Australia in the past
		<p><b>Semester Unit</b></p> <p>Inquiry question: <i>What is my history and how do I know?</i></p> <p>Students explore the nature and structure of families. They identify their own personal history, particularly their own family backgrounds and relationships.</p>	<p><b>Semester Unit</b></p> <p>Inquiry question: <i>How has my family and daily life changed over time?</i></p> <p>Students explore family structures and the roles of family members over time. They recognise events that happened in the past may be memorable or have personal significance.</p>	<p><b>Semester Unit</b></p> <p>Inquiry question: <i>How are people connected to their place and other places?</i></p> <p>Students draw on representations of the world as geographical divisions and the location of Australia. They understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility.</p>	<p><b>Semester Unit</b></p> <p>Inquiry question: <i>How do people contribute to their unique communities?</i></p> <p>Students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time.</p>	<p><b>Semester Unit</b></p> <p>Inquiry question: <i>What were the short- and long-term effects of European settlement?</i></p> <p>Students explore the diversity of different groups within their local community. They consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</p>	<p>Inquiry question: <i>How do people and environments influence one another?</i></p> <p>Students investigate the characteristics of places in Europe and North America and the location of their major countries in relation to Australia. They explore the human and environmental factors that influence the characteristics of places and the interconnections between people and environments.</p>	<p>Inquiry question: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i></p> <p>Students examine the key figures, events and ideas that led to Australia's Federation and Constitution. They recognise the contribution of individuals and groups to the development of Australian society since Federation.</p>
	<p>Assessment:</p> <p><b>My family history</b></p> <p><i>Collection of work</i></p> <p>Students explore important events celebrated in their lives, and identify how people and objects help them to remember.</p>	<p>Assessment:</p> <p><b>My Changing life</b></p> <p><i>Collection of work</i></p> <p>Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</p>	<p>Assessment:</p> <p><b>Present connections to places</b></p> <p><i>Written</i></p> <p>Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.</p>	<p>Assessment:</p> <p><b>Our unique communities</b></p> <p><i>Investigation</i></p> <p>Students investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.</p>	<p>Assessment:</p> <p><b>Australia before, during &amp; after European settlement</b></p> <p><i>Written</i></p> <p>Students explain aspects of life before, during and after European settlement of Australia.</p>	<p>Assessment:</p> <p><b>People and the environment</b></p> <p><i>Investigation</i></p> <p>Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.</p>	<p>Assessment:</p> <p><b>Australia in the past</b></p> <p><i>Written</i></p> <p>Students explain the significance of key people, events, institutions and processes to the development of the Australian nation.</p>	
	Term 2	UNIT 1	UNIT 1	UNIT 2	UNIT 1	UNIT 1	UNIT 2	UNIT 2
		My family history	My changing life	Impacts of technology over time	Our unique communities	Australia before, during & after European settlement	Managing Australian communities	Australians as citizens
		<p><b>Semester Unit</b></p> <p>Unit continues</p>	<p><b>Semester Unit</b></p> <p>Unit continues</p>	<p><b>Semester Unit</b></p> <p>Unit continues</p>	<p><b>Semester Unit</b></p> <p>Unit continues</p>	<p><b>Semester Unit</b></p> <p>Unit continues</p>	<p>Inquiry question: <i>How are people and environments managed in Australian communities?</i></p> <p>Students investigate how places are affected by the interconnection between people, places and environments.</p>	<p>Inquiry questions: <i>What does it mean to be an Australian citizen? How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i></p> <p>Students recognise the responsibilities of electors and representatives in Australia's democracy.</p>
	<p>Assessment:</p> <p><b>Managing Australian communities</b></p> <p><i>Written</i></p> <p>Students identify how legal and environmental issues in Australian communities can be managed.</p>	<p>Assessment:</p> <p><b>Australians as citizens</b></p> <p><i>Investigation</i></p> <p>Students investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past.</p>						
	Term 3	UNIT 2	UNIT 2	UNIT 1	UNIT 2	UNIT 2	UNIT 3	UNIT 3
		My special places	My changing world	Impacts of technology over time	Exploring places near and far	Using places sustainably	Communities in colonial Australia	Australia in a diverse world
		<p><b>Semester Unit</b></p> <p>Inquiry question: <i>What are places like and what makes them special?</i></p> <p>Students draw on studies at the personal scale, including places where they live or other places that are familiar to them. They recognise that what makes a 'place' special depends on how people view the place or use the place.</p>	<p><b>Semester Unit</b></p> <p>Inquiry question: <i>What are the features of my local places and how have they changed?</i></p> <p>Students draw on studies at the personal and local scale, including familiar places. They recognise that the features of places can be natural, managed or constructed.</p>	<p><b>Semester Unit</b></p> <p>Inquiry question: <i>How have changes in technology shaped our daily life?</i></p> <p>Students investigate continuity and change in technology used in the home and compare and contrast features of objects from the past and present.</p>	<p><b>Semester Unit</b></p> <p>Inquiry question: <i>How and why are places similar and different?</i></p> <p>Students identify connections between people and the characteristics of places. They describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places.</p>	<p><b>Semester Unit</b></p> <p>Inquiry question: <i>How can people use environments more sustainably?</i></p> <p>Students explore the concept of 'place' with a focus on Africa and South America. They examine the interconnections between people and environment and the importance of environments to animals and people.</p>	<p>Inquiry question: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i></p> <p>Students investigate key events related to the development of British colonies in Australia after 1800.</p>	<p>Inquiry question: <i>How do places, people and cultures differ across the world?</i></p> <p>Students examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia. They investigate differences in the economic, demographic and social characteristics of countries across the world.</p>
	<p>Assessment:</p> <p><b>My special places</b></p> <p><i>Collection of work</i></p> <p>Students identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.</p>	<p>Assessment:</p> <p><b>My changing world</b></p> <p><i>Investigation</i></p> <p>Students conduct an inquiry to investigate places and their features at a local scale.</p>	<p>Assessment:</p> <p><b>Impacts of technology over time</b></p> <p><i>Investigation</i></p> <p>Students conduct an inquiry to answer the following inquiry question: How and why have changes in road transport affected the lives of people over time?</p>	<p>Assessment:</p> <p><b>Exploring places near and far</b></p> <p><i>Written</i></p> <p>Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.</p>	<p>Assessment:</p> <p><b>Using places sustainably</b></p> <p><i>Investigation</i></p> <p>Students conduct an inquiry to answer the following question: How can people use environments more sustainably?</p>	<p>Assessment:</p> <p><b>Communities in colonial Australia</b></p> <p><i>Investigation</i></p> <p>Students conduct an inquiry to answer the inquiry question: How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?</p>	<p>Assessment:</p> <p><b>Australia in a diverse world</b></p> <p><i>Written</i></p> <p>Students demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms.</p>	

Term 4						UNIT 4	UNIT 4
						<b>Participating in Australian communities</b>	<b>Australia's global connections</b>
						Inquiry question: <i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i>  Students investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice.	Inquiry question: <i>How do Australia's global connections influence my role as a global citizen?</i>  Students identify how Australia's connections with other countries change people and places.
						Assessment: <b>Participating in Australian communities</b>	Assessment: <b>Australia's global connections</b>
						<b>Investigation</b> Students investigate democratic values and processes in the school community.	<b>Investigation</b> Students investigate the effects of trade connections between Australia and Asia.
						UNIT 5	UNIT 5
						<b>Australian communities of the future</b>	<b>Making decisions to benefit my community</b>
						Inquiry question: <i>What is the relationship between environments and my role as a consumer?</i>  Students investigate familiar personal and community economics and how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices.	Inquiry questions: <i>How can resources be used to benefit individuals, the community and the environment?</i>  Students investigate a familiar community or regional economics or business issue that may affect the individual or the local community and recognise the reasons businesses exist and the different ways they provide goods and services.
						Assessment: <b>Australian communities of the future Investigation</b>	Assessment: <b>Making decisions to benefit my community</b>
						<i>Written</i> Students explain how people in communities make decisions about the use of resources to meet their needs and wants.	<i>Written</i> explain ways that resources can be used to benefit individuals, the community and the environment.

		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health	Term 1	UNIT 1	UNIT 1	UNIT 1	UNIT 1	UNIT 1	UNIT 1	UNIT 1
		Health – I can do it!	Health – A little independence	Health – My classroom is healthy, safe and fun	Health – Good friends	Health – Making healthy choices	Health – Emotional interactions	Health – Who influences me?
		Students explore information about what makes them unique and their strengths and achievements. They identify different settings where they can be active and describe actions that help keep them safe.	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 investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment for healthy and safe practices.	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.	Students identify strategies to keep healthy and improve fitness. They explore the <i>Australian Guide to Healthy Eating</i> and the five food groups. Students understand the importance of a balanced diet.	Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills.	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.
		Assessment: <i>Collection of work</i> <b>I can do it</b>	Assessment: <b>Collection of work</b> A little independence Students describe changes that occur as they grow older and recognise how strengths and achievements contribute to identities.	Assessment: <i>Assignment/Project</i> <b>My classroom is healthy, safe and fun</b>	Assessment: <i>Assignment/Project</i> <b>Good friends</b>	Assessment: <i>Supervised Assessment</i> <b>Making healthy choices</b>	Assessment: <i>Assignment / Project</i> <b>Emotional interactions</b>	Assessment: <i>Assignment / Project</i> <b>Who influences me?</b>
		Students identify different settings where they can play safely and identify and describe the different emotions people experience.	Students describe how to keep themselves and others healthy and safe within a classroom setting and select a health or safety strategy for an outside setting.	Students recognise strategies for managing change and identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others.	Students recognise strategies for managing change. They interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. They use decision-making skills to select strategies to stay healthy and active.	Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, safety and wellbeing, and demonstrate skills to work collaboratively.	Students explain the influence of people and places on identities. To access and interpret health information from different sources to construct a health message appropriate to their age group.	
	Term 2	UNIT 2	UNIT 2	UNIT 2	UNIT 2	UNIT 2	UNIT 2	UNIT 2
		Health – I am growing	Health – Healthy me	Health – Our culture	Health – Feeling Safe	Health – Positive interactions	Health – Healthy habits	Health – Let's all be active
		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 examine messages related to the health benefits of physical activity, nutritious dietary intake, protective behaviours, and maintaining good personal hygiene habits to help them stay healthy. They describe healthy and safe actions.	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 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.	Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and explore how they support positive interactions.	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.	Students investigate how physical activity creates opportunities for different groups to work together. They identify how physical activity contributes to individual and community wellbeing.
		Assessment: <i>Collection of work</i> <b>I am growing</b>	Assessment: <i>Short answer questions</i> <b>Healthy me</b>	Assessment: <i>Project</i> <b>Our culture</b>	Assessment: <i>Research</i> <b>Feeling Safe</b>	Assessment: <i>Collection of work</i> <b>Positive interactions</b>	Assessment: <i>Research</i> <b>Healthy habits</b>	Assessment: <i>Assignment/project</i> <b>Let's all be active</b>
		Students' recognise how they are growing and changing, and actions that help them be healthy, safe and physically active.	Students examine messages related to health decisions and describe actions that help keep themselves and others healthy and safe.	Students recognise how strengths and achievements contribute to identities.	Students understand how to interact positively with others, investigate how emotional responses vary, and use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.	Students identify influences that strengthen identities, investigate how emotional responses vary and understand how to interact positively with others in different situations, and apply strategies for working cooperatively.	Students describe their own and others' contribution to health and wellbeing, and access and interpret health information and apply problem-solving skills to enhance their own and others' health, safety and wellbeing.	Students describe the significance of their own and others' contributions to health and wellbeing. They examine how diversity and the environment supports community wellbeing and cultural understanding.
	Term 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3
		Health – Looking out for others	Health – We all belong	Health – Stay safe	Health – Healthy futures	Health – Health channels	Health – Multicultural Australia	Health – What am I drinking?
Students identify and describe different emotions people experience. They explore and practise ways to interact with others in a variety of settings.		Students recognise how strengths and achievements contribute to identities. They identify and practise emotional responses that reflect their own and others' feelings.	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.	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.	Students examine different sources of health information and how to interpret them. They identify health messages and the methods they use to influence decisions.	Students examine the changing nature of Australia's cultural identity. They examine how sharing traditions and physical activities from cultures can support cultural wellbeing and understanding.	Students explore drink products that contribute to health and wellbeing. They investigate a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body.	
	Assessment: <i>Interview</i> <b>Looking out for others</b>	Assessment: <i>Collection of work</i> <b>We all belong</b>	Assessment: <i>Collection of work</i> <b>Stay safe</b>	Assessment: <i>Research</i> <b>Healthy futures</b>	Assessment: <i>Collection of work</i> <b>Health channels</b>	Assessment: <i>Collection of work</i> <b>Multicultural Australia</b>	Assessment: <i>Supervised assessment</i> <b>What am I drinking?</b>	
	Students view stimulus pictures and respond verbally to questions to identify and describe the different emotions people experience.	Students recognise how strengths and achievements contribute to identities, and recognise how emotional responses impact on other's feelings.	Students describe changes that occur as they grow older, identify how emotional responses impact on others' feelings, and select and apply strategies to keep themselves healthy safe and be able to ask for help with a task or problems.	Students interpret health messages and discuss the influences on healthy and safe choices, describe the connections they have to their community, and identify local resources that support their health, safety and physical activity.	Students interpret health messages and discuss the influences on healthy and safe choices use decision-making, and select and demonstrate strategies that help them stay safe, healthy and active.	Students explain the influence of people and place on identities, examine how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding.	Students describe their own and others' contributions to health, and wellbeing access and interpret health information, and apply decision-making skills to enhance their own and others' health and wellbeing.	
Term 4	UNIT 4	UNIT 4	UNIT 4	UNIT 4	UNIT 4	UNIT 4	UNIT 4	
	Health – I am Safe	Health – My safety, my responsibilities	Health – Message targets	Health – I am healthy and active	Health – Netiquette and online protocols	Health – Growing up	Health – Transitioning	
	Students identify protective behaviours that keep them safe around medicines, poisons, water and fires. This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.	Students recognise ways they can take some responsibility for their own safety in different situations. This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.	Students examine the purpose of advertising and the techniques used to engage children. They explore how health messages can be used to make good decisions about their health and wellbeing.	Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for 5 to 12 year olds.	Students examine and interpret health information about cybersafety and online protocols and safety. This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.	Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.	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.	
	Assessment: <i>Collection of work</i> <b>I am Safe</b>	Assessment: <i>Collection of work</i> <b>My safety, my responsibility</b>	Assessment: <i>Collection of work</i> <b>Message targets</b>	Assessment: <i>Supervised assessment</i> <b>I am Healthy and Active</b>	Assessment: <i>Collection of work</i> <b>Netiquette and online protocols</b>	Assessment: <i>Collection of work</i> <b>Growing Up</b>	Assessment: <i>Research</i> <b>Transitioning</b>	
	Students recognise actions that help keep them safe with medicines and poisons and in situations involving water and fire.	Students describe changes that occur as they grow older, select and apply strategies to keep themselves safe and are able to ask for help	Students examine health messages and describe how to keep themselves and others healthy and physically active.	Students understand the benefits of being healthy and physically active, and use decision-making and problem-solving skills to select and	Students interpret health messages and discuss the influences on healthy and safe choices, and describe the connections they have	Students investigate developmental changes and transitions, access and interpret health information to enhance their own and others'	Students investigate developmental changes, transitions and influences, recognise the influence of emotions and discuss factors that influence	

		with tasks or problems.		demonstrate strategies that help them stay safe, healthy and active.	to community resources that support health, safety and physical activity.	health, safety and wellbeing.	how people interact in new situations.
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		Prep	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6			
		Annual Cycle	Even Years	Odd Years	Even Years	Odd Years	Even Years	Odd Years		
Physical Education	Term 1	UNIT 1		UNIT 1		UNIT 1		UNIT 1		
		PE – Let’s Get Moving (C2C) PE – Cross Country Preparation		PE – Let’s Get Moving PE – Cross Country Preparation		PE – Personal Fitness & Scoot Scoot PE – Cross Country Preparation		PE – Fitness Fun PE – Cross Country Preparation		
		Students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges.		Students demonstrate fundamental movement skills of rolling, balancing and jumping in sequences and situations. Students learn bat and ball skills to develop co-ordination. They also learn and develop skills for a range of running and modified field events. Students learn how to dribble a ball with their foot and kick a ball correctly.		Students will examine the benefits of being healthy and physically active, and how they relate to endurance running, and skipping. Students will practice and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. Students refine fundamental movement skills and apply movement concepts and strategies to learn safe scooter-riding techniques. They solve scooter-riding challenges and create and perform a scooter-riding sequence.		In this unit, students will explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They will apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component. Students will examine the benefits of being healthy and physically active, and how they relate to endurance running.		
	Assessment: <i>Practical – Teacher Observation</i> <b>Let’s Get Moving</b> Students will perform a range of fundamental movement skills and apply them to solve movement challenges. They apply practices to keep themselves safe, including following rules in simple activities and games. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Playing with balls</b> Students send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Superstars of Criss Cross</b> Students perform skipping skills and tricks to complete skipping sequences. They describe the benefits of being healthy and physically active and how they relate to skipping. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Fitness fun</b> Students demonstrate the health-related fitness components used in various physical activities and the significance of physical activity participation to health and wellbeing. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Fitness fun</b> Students demonstrate the health-related fitness components used in various physical activities and the significance of physical activity participation to health and wellbeing. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results	
	Assessment: <i>Practical – Teacher Observation</i> <b>Let’s Get Moving</b> Students will perform a range of fundamental movement skills and apply them to solve movement challenges. They apply practices to keep themselves safe, including following rules in simple activities and games. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Playing with balls</b> Students send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Superstars of Criss Cross</b> Students perform skipping skills and tricks to complete skipping sequences. They describe the benefits of being healthy and physically active and how they relate to skipping. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Fitness fun</b> Students demonstrate the health-related fitness components used in various physical activities and the significance of physical activity participation to health and wellbeing. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Fitness fun</b> Students demonstrate the health-related fitness components used in various physical activities and the significance of physical activity participation to health and wellbeing. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results	
	Assessment: <i>Practical – Teacher Observation</i> <b>Turf: People in motion</b> Students perform free running skills including running, jumping, landing, balancing and safety rolls. To combine free running skills, movement concepts and strategies to complete obstacle courses. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Turf: People in motion</b> Students perform free running skills including running, jumping, landing, balancing and safety rolls. To combine free running skills, movement concepts and strategies to complete obstacle courses. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Turf: People in motion</b> Students perform free running skills including running, jumping, landing, balancing and safety rolls. To combine free running skills, movement concepts and strategies to complete obstacle courses. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Turf: People in motion</b> Students perform free running skills including running, jumping, landing, balancing and safety rolls. To combine free running skills, movement concepts and strategies to complete obstacle courses. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results		Assessment: <i>Practical – Teacher Observation</i> <b>Turf: People in motion</b> Students perform free running skills including running, jumping, landing, balancing and safety rolls. To combine free running skills, movement concepts and strategies to complete obstacle courses. Assessment: <i>Performance</i> <b>Cross Country &amp; Fun Run</b> Cross Country & fun run participation & results	
Term 2	UNIT 2		UNIT 2		UNIT 2		UNIT 2			
	PE – Take Your Marks, Get Set, Play!		PE – Take Your Marks, Get Set, Play! PE – Sports Day preparation.		PE – Athletics Spectacle Sports Day Preparation		PE – Athletics Spectacle Sports Day Preparation			
	Students develop skills for a range of running and modified field events, working towards preparing for Sports Day.		Students develop skills for a range of running and modified field events, working towards preparing for Sports Day.		Students learn and develop skills for a range of running and field events, working towards preparing for Sports Day. They learn and apply skills for athletic field and running events.		Students further develop skills for a range of running and field events, working towards preparing for Sports Day. They practise and make purposeful refinements to skills for athletic field and running events.			
Assessment: <i>Practical – Teacher Observation</i> <b>‘Take Your Marks, Get Set, Play!’</b> Students refine the fundamental movement skills of running, jumping and throwing and apply movement concepts and strategies in games and to solve challenges. Students will be assessed on participation in: <ul style="list-style-type: none"> <li>Modified Court Sprint</li> <li>Modified Beep Test</li> <li>Modified Standing Jump Test</li> <li>Modified Agility Height Jump</li> <li>Sports Carnival participation &amp; results</li> </ul>		Assessment: <i>Practical – Teacher Observation</i> <b>‘Take Your Marks, Get Set, Play!’</b> Students refine the fundamental movement skills of running, jumping and throwing and apply movement concepts and strategies in games and to solve challenges. They understand the benefits of being physically active. Assessment: <i>Practical – Teacher Observation</i> <b>‘Athletics Spectacle’</b> Students create an athletic-themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. The assessment will gather evidence of the student’s ability to participate in: <ul style="list-style-type: none"> <li>Modified Court Sprint</li> <li>Modified Beep Test</li> <li>Modified Standing Jump Test</li> <li>Modified Agility Height Jump</li> <li>Sports Carnival participation &amp; results</li> </ul>		Assessment: <i>Practical – Teacher Observation</i> <b>‘Take Your Marks, Get Set, Play!’</b> Students refine the fundamental movement skills of running, jumping and throwing and apply movement concepts and strategies in games and to solve challenges. They understand the benefits of being physically active. Assessment: <i>Practical – Teacher Observation</i> <b>‘Athletics Spectacle’</b> Students create an athletic-themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. The assessment will gather evidence of the student’s ability to participate in: <ul style="list-style-type: none"> <li>Modified Court Sprint</li> <li>Modified Beep Test</li> <li>Modified Standing Jump Test</li> <li>Modified Agility Height Jump</li> <li>Sports Carnival participation &amp; results</li> </ul>		Assessment: <i>Practical – Teacher Observation</i> <b>‘Take Your Marks, Get Set, Play!’</b> Students refine the fundamental movement skills of running, jumping and throwing and apply movement concepts and strategies in games and to solve challenges. They understand the benefits of being physically active. Assessment: <i>Practical – Teacher Observation</i> <b>‘Athletics Spectacle’</b> Students create an athletic-themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. The assessment will gather evidence of the student’s ability to participate in: <ul style="list-style-type: none"> <li>Modified Court Sprint</li> <li>Modified Beep Test</li> <li>Modified Standing Jump Test</li> <li>Modified Agility Height Jump</li> <li>Sports Carnival participation &amp; results</li> </ul>				

		Annual Cycle	Even Years	Odd Years	Even Years	Odd Years	Even Years	Odd Years
		UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3
Term 3		<b>PE – I'm a 'balliever' Hand/eye co-ordination skills and racquet skills</b>	<b>PE – Hand/eye co-ordination skills and racquet skills</b>	<b>PE – Foot/eye co-ordination skills</b>	<b>PE – All-code Football skills – Soccer/Futsal</b>	<b>PE – Polo Hockey Skill progression then modified game</b>	<b>PE – Built 4 B-Ball &amp; N-Ball</b>	<b>PE – Hockey</b>
		Students demonstrate hand/eye co-ordination skills and practise throwing, catching, hitting and batting skills using different types of racquets such as paddle and tennis racquets	Students demonstrate hand/eye co-ordination skills and racquet skills, practise throwing, catching, hitting and batting skills using different types of racquets such as paddle and tennis racquets and apply fundamental movement skills when participating in activities.	Students develop the skills required to play soccer. They learn and apply skills of dribbling, passing, kicking, throw-ins, attacking and defending.	Students perform passing (shoulder and push pass), kicking (punt kick), and catching skills (taking a mark) in game situations.  Students propose and combine movement concepts (space, effort, time and relationships) and offensive and defensive strategies to achieve outcomes in 'All codes' football.	Students develop the skills required to play hockey. They learn and apply skills of dribbling, passing, pushing, hitting, attacking and defending.  Students propose and combine movement concepts (space, effort, time and relationships) and offensive and defensive strategies to achieve outcomes in hockey.	Students identify and explain the health-related fitness components used in basketball and netball.  They practise and make purposeful refinements to basketball and netball skills, and implement offensive and defensive strategies to achieve outcomes in court-based team ball sports.	Students continue to develop the skills required to play hockey. They practise and make purposeful refinements to the skills of dribbling, passing, shooting, and offensive and defensive strategies to achieve outcomes in hockey.
		Assessment: <i>Practical – Teacher Observation</i> <b>'I'm a Balliever'</b> Students perform the fundamental movement skills of two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in a variety of situations. Assessment: <i>Practical – Teacher Observation</i> <b>'Over the net'</b> Students perform specialised tennis skills during activities and games.	Assessment: <i>Practical – Teacher Observation</i> <b>Over the net</b> Students perform specialised tennis skills. Students combine movement concepts and strategies during games to open up space on the court to win points or gain control during rallies. Students demonstrate fair play and skills to work collaboratively during tennis activities and games.	Assessment: <i>Practical – Teacher Observation</i> <b>Play2Rhythm</b> Students perform specialised football skills, proposes and combines movement concepts and strategies to achieve movement outcomes. Students demonstrate fair play and skills to work collaboratively during football activities and games.	Assessment: <i>Practical – Teacher Observation</i> <b>'All codes' football</b> Students perform specialised football skills, proposes and combines movement concepts and strategies to achieve movement outcomes. Students demonstrate fair play and skills to work collaboratively during football activities and games.	Assessment: <i>Practical – Teacher Observation</i> <b>Polo Hockey (modified 'All codes' football)</b> Students perform specialised hockey skills, proposes and combines movement concepts and strategies to achieve movement outcomes. Students demonstrate fair play and skills to work collaboratively during hockey activities and games.	Assessment: <i>Practical – Teacher Observation</i> <b>Basketball (modified 'All codes' football)</b> Students perform specialised basketball skills, proposes and combines movement concepts and strategies to achieve movement outcomes. Students demonstrate fair play and skills to work collaboratively during basketball activities and games.	Assessment: <i>Practical – Teacher Observation</i> <b>Hockey (modified 'All codes' football)</b> Students perform specialised hockey skills, proposes and combines movement concepts and strategies to achieve movement outcomes. Students demonstrate fair play and skills to work collaboratively during hockey activities and games.
	<b>Annual Cycle</b>	<b>Even Years</b>	<b>Odd Years</b>	<b>Even Years</b>	<b>Odd Years</b>	<b>Even Years</b>	<b>Odd Years</b>	
Term 4		<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>
		<b>PE – Who wants to play?</b>	<b>PE – Catch me if you can! PE – Swimming</b>	<b>PE – You Keep Me Rolling' PE – Swimming</b>	<b>PE – Bat Catch Howzat! PE – Swimming</b>	<b>PE – 'All-code Football skills' – Soccer/Futsal PE – Swimming</b>	<b>PE – Over the Net PE – Swimming</b>	<b>PE – Tchoukball and European Handball PE – Swimming</b>
		Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.  Students develop personal and social skills to include others in active games, and identify different ways of feeling after participating in active games.	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. <b>Swim: Tadpole tales</b> Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations.	Students demonstrate fundamental movement skills while using scooter boards. They will also work collaboratively with partners to solve team-based scooter board challenges. <b>Swim: Tadpole tales</b> Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations.	Students apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games. <b>Splish splash</b> Students practise and refine fundamental movement skills to perform various aquatic skills and recognised strokes in multiple swimming sequences.	Students demonstrate fundamental movement skills in soccer activities. They will also work collaboratively with team-based sequences and challenges. <b>Splish splash</b> Students practise and refine fundamental movement skills to perform various aquatic skills and recognised strokes in multiple swimming sequences.	Students will perform specialised tennis skills. They will demonstrate fair play and skills to work collaboratively during tennis activities and games. <b>Junior lifesaver</b> In swimming, students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios.	Students learn and develop the skills required to play European handball. <b>Junior lifesaver</b> In swimming, students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios.
	Assessment: <i>Practical – Teacher Observation</i> <b>Who wants to play?</b> Students describe how their body responds to movement, and use personal and social skills when working with others in a range of activities.	Assessment: <i>Practical – Teacher Observation</i> <b>'Catch me if you can'</b> Students demonstrate positive ways to interact with others, demonstrate fundamental movement skills in different movement situations, and test alternatives to solve movement challenges. Assessment: <i>Practical – Teacher Observation</i> <b>'Swim: Tadpole tales'</b> Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations.	Assessment: <i>Practical – Teacher Observation</i> <b>'You Keep me Rolling'</b> Students manoeuvre a scooter board along pathways and through obstacles, and work collaboratively to solve team-based challenges. Assessment: <i>Practical – Teacher Observation</i> <b>'Swim: Tadpole tales'</b> Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations. Assessment: <i>Practical – Teacher Observation</i> <b>'What's Your Target?'</b> Students demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.	Assessment: <i>Practical – Teacher Observation</i> <b>'Bat Catch Howzat!'</b> Students will apply strategies for working cooperatively and to apply rules fairly, refine striking and fielding skills and concepts, and apply skills, concepts and strategies to solve movement challenges in striking and fielding games. Assessment: <i>Practical – Teacher Observation</i> <b>'Splish splash'</b> Students perform aquatic skills and recognised swimming strokes to complete swimming stroke sequences. They describe the benefits of being healthy and physically active and how they relate to swimming.	Assessment: <i>Practical – Teacher Observation</i> <b>'All codes' football</b> Students perform specialised football skills, proposes and combines movement concepts and strategies to achieve movement outcomes. Students demonstrate fair play and skills to work collaboratively during football activities and games. Assessment: <i>Practical – Teacher Observation</i> <b>'Splish splash'</b> Students perform aquatic skills and recognised swimming strokes to complete swimming stroke sequences. They describe the benefits of being healthy and physically active and how they relate to swimming.	Assessment: <i>Practical – Teacher Observation</i> <b>'Over the Net'</b> Students perform specialised skills in combining movement concepts and strategies into sequences during games to open up space on the court to win points or gain control during set plays. Assessment: <i>Practical – Teacher Observation</i> <b>'Surf: Junior lifesaver'</b> Students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios.	Assessment: <i>Practical – Teacher Observation</i> <b>'Tchoukball'</b> Students perform the specialised movement skills of throwing and catching in the context of Tchoukball. Assessment: <i>Practical – Teacher Observation</i> <b>'Surf: Junior lifesaver'</b> Students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios.	

		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Languages	Term 1					<b>UNIT 1</b>	<b>UNIT 1</b>	<b>UNIT 1</b>
						<b>Guten Tag Deutschland</b>	<b>Animals Adapt</b>	<b>All about myself/my family</b>
						Students explore the language and cultural practices around greetings and self-introductions in Germany. Students learn greetings in German. They learn to give their name and their age and learn about numbers and colours.	Students learn about animals and how they adapt to their particular environment. Students identify various Australian and German animals and categorise them into nocturnal and diurnal animals. They will listen to and engage with a range of texts on various animals. They will identify and describe body parts. Students learn numbers to 100.	Students explore the language and cultural practices related to sharing personal information about themselves and their family in Germany and Australia. They share basic information of their family. Students listen to and engage with a range of texts describing people. They listen to student profiles and answer questions, and create a booklet describing themselves and their family members.
					Assessment 1: <i>Role play</i> Students role play using simple greetings, introductions and farewells. Assessment 2: <i>Comprehension</i> Students complete comprehension of oral and written texts	Assessment 1: <i>Comprehension</i> Students complete comprehension of oral and written texts Assessment 2: <i>Written</i> Students complete a written description of an animal of choice Assessment 3: <i>Oral</i> Students give an oral presentation	Assessment 1: <i>Comprehension</i> Students complete comprehension of oral and written texts Assessment 2: <i>Written</i> Students create booklet about their family members Assessment 3: <i>Oral</i> Students respond to questions about oneself and one's family members	
					<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 2</b>	
					<b>I'm an Individual</b>	<b>Animals and their habitats</b>	<b>Global chase</b>	
					Students learn language to describe themselves – eye colour, hair colour, where they live, interests, favourite colour and favourite sport. Students explore the language and cultural practices related to sharing personal information about oneself in Germany and Australia. They listen to and interact with a range of texts with a focus on describing and identifying people.	Students will continue to engage with a range of texts with a focus on animals' habitat, food, their senses and physical features. They continue to work on numbers. Students will continue to work on identifying and describing animals (colour, size, where they come from, what they eat).	Students identify and describe known features on a map of the world. They complete a map of the world and label its main geographic features, and find out the geographical features of Australia, Germany and other places in the world. Students listen to and engage with a range of texts about a number of countries and continue to learn numbers to a million and the letters of the German Alphabet.	
					Assessment 1: <i>Role play</i> Students role play using information given in self-introductions. Assessment 2: <i>Comprehension</i> Students complete comprehension of oral and written texts Assessment 3: <i>Written</i> Students complete a written composition: self-introduction	Assessment 1: <i>Comprehension</i> Students complete comprehension of oral and written texts Assessment 2: <i>Written</i> Student complete a written composition: Mein Monster Assessment 3: <i>Oral</i> Students complete an oral presentation of Mein Monster	Assessment 1: <i>Comprehension</i> Students complete comprehension of oral and written texts Assessment 2: <i>Written</i> Students label a map of Australia with its geographic features	
					<b>UNIT 3</b>	<b>UNIT 3</b>	<b>UNIT 3</b>	
				<b>Interacting with others</b>	<b>Project – Discovering a new animal</b>	<b>Project – A booklet on a country</b>		
				Students explore the language and cultural practices related to sharing personal information about oneself in Germany and Australia. They engage with a wide range of texts giving information about various people. Students continue with the learning of numbers and focus on the use of more descriptive words to describe oneself.	Students work on a research project identifying an animal that they have discovered. They present this information in booklet form. Students will plan and develop their project independently and organise research details and results logically. They present their findings at a 'Science Conference'.	Students continue to engage with a range of texts about other countries. They complete research on a country and produce a booklet giving information in German about its features, population, capital city and exports. Student then present this to the class.		

					<p>Assessment 1: <i>Short response</i> Students respond to questions about oneself</p> <p>Assessment 2: <i>Reading comprehension &amp; written response</i> Students read letters from Germany and write replies to those letters</p>	<p>Assessment 1: <i>Comprehension</i> Students complete comprehension of written texts</p> <p>Assessment 2: <i>Written</i> Students complete a written presentation of a newly discovered animal</p> <p>Assessment 3: <i>Oral</i> Students complete an oral presentation</p>	<p>Assessment 1: <i>Comprehension</i> Students complete comprehension of oral and written texts</p> <p>Assessment 2: <i>Written</i> Students produce a booklet on a country of their choice</p> <p>Assessment 3: <i>Oral</i> Students complete an oral presentation</p>
					<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>
					<b>Celebrations and healthy foods</b>	<b>A place called home</b>	<b>Camping and Celebrations</b>
					<p>Students identify and describe Australian special events, noting points of comparison or contrast with Germany. Students identify foods and food groups. They label foods according to what is eaten for breakfast/lunch/dinner. Students prepare a menu that they would offer a German exchange student during his/her one week stay at their house. Students also take part in Oktoberfest activities.</p>	<p>Students explore the language and cultural practices related to houses in Germany and Australia. They compare and contrast homes and neighbourhoods in Germany and Australia identifying: what might be interesting or advantageous about living in a German home or neighbourhood; what they personally would find difficult to adapt to and reflects on why. Students also take part in Oktoberfest activities.</p>	<p>Students prepare for school camp by participating in reading, listening and speaking activities on topics such as camp locations, games and tasks. Students identify features of various school camp locations and possible activities. They read parts of diaries and letters from people on camp. Students participate in Oktoberfest activities.</p>
					<p>Assessment 1: <i>Project</i> Students create a poster about themselves</p> <p>Assessment 2: <i>Written</i> Students prepare a menu for a German exchange student</p>	<p>Assessment 1: <i>Written</i> Students compare homes in Australia and Germany</p> <p>Assessment 2: <i>Written</i> Students complete a self-reflection</p>	<p>Assessment 1: <i>Comprehension</i> Students complete comprehension of oral and written texts</p> <p>Assessment 2: <i>Presentation</i> Students present their favourite campsite</p> <p>Assessment 3: <i>Reflection</i> Students complete a self-reflection</p>
<b>Term 4</b>							

		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technology	Semester 1					UNIT 1	UNIT 1	UNIT 1
						<b>What's for lunch?</b> 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. Assessment: <i>Portfolio</i> <b>What's for lunch?</b> Students design and make a lunch item that includes modern and traditional technologies.		<b>Designing the Light Horse Project</b> Students use design processes and techniques to investigate the Second Light Horse from World War 1 and design and make materials for the ANZAC Day Ceremony. Assessment: <i>Project</i> Students use design processes and techniques to combine produce materials for the ANZAC Day Ceremony.
	Semester 2		UNIT 1	UNIT 1	UNIT 1	UNIT 2	UNIT 3	
			<b>Spin it!</b> Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy. Assessment: <i>Portfolio</i> <b>Spin it!</b> Students create a spinning toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing, evaluating and managing.	<b>Properties of materials</b> Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and made a model of an amusement park ride with moving parts that could spin or turn. Assessment: <i>Project</i> <b>An amusement park ride</b> Students use technology processes to design and made a model of an amusement park ride with moving parts that could spin or turn.	<b>Moon buggy</b> Students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They are given a design brief to plan, design and produce a functional moon buggy. Assessment: <i>Project</i> <b>Moon buggy</b> Students use technology processes in planning, designing and producing a functional moon buggy. They reflect on their learning and evaluated their product and production processes.	<b>What's your waste footprint?</b> 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). Assessment: <i>Portfolio</i> <b>What's your waste footprint?</b> <b>Portfolio</b> Students collect and manipulate data to create information. Students describe how a familiar information system is used. Students draw, identify and explain data types and representations.	<b>Designing a legacy item</b> Students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use to design a legacy item. Assessment: <i>Project</i> <b>A legacy item</b> Students design and make a legacy item. The reflect on their design and production processes.	

		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Arts	Term 1	UNIT 1	UNIT 1	UNIT 1	UNIT 1	UNIT 1	UNIT 1	UNIT 1
		Music – ‘Music in our new world’	Music ‘Let’s Sing and Play Together’	Music – ‘Different places’	Music – ‘Let’s Celebrate, Let’s Remember’ (15wks – ANZAC Day)	Music – ‘Songs of Australia’	Music – ‘Let’s Celebrate, Let’s Remember’ (15wks – ANZAC Day)	Music – ‘Around the world with music’
		Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.	Students explore rhymes and songs as stimulus for music making and responding. Students express their ideas through music and begin to develop their understanding of the elements of music.	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.  Students explore the elements of music and listen to, sing and play music.	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.  Students explore the elements of music and listen to, sing and play music building from Year 2.	Students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia.  Students explore and use the elements of music as they sing, play and listen to music. They play rhythmic accompaniments and simple songs on the recorder using B, A and G.	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  Students engage with the elements of music to sing, play and listen to music. They read and write treble clef notes and play simple melodic patterns on recorder using B, A, G, C and D’.	Students make and respond to music exploring the music-making of other cultures through their music journal.  Students engage with the elements of music to sing, play and listen to music. They build on their understanding and skills from the Year 5 and extend their range on the recorder.
		Assessment: <i>Practical – Teacher Observation</i> Music – ‘Music in our new world’ Students are assessed on responding to fiction and non-fiction books and everyday texts as stimulus.	Assessment: <i>Practical – Teacher Observation</i> Music – ‘Let’s Sing and Play Together’ Students are assessed on the concept of beat by listening, clapping and engaging with simple songs.	Assessment: <i>Practical – Teacher Observation</i> Music – ‘Different places’ Students are assessed on using beat in simple and compound times (ta, ti ti and sa) and melodic contour by listening, playing and singing simple melodic lines.	Assessment: <i>Practical – Teacher Observation</i> Music – ‘Let’s Celebrate, Let’s Remember’ Students are assessed on the songs used in celebrations and commemorations, singing simple melodic lines, and engage with canons in listening.	Assessment: <i>Practical – Teacher Observation</i> Music – ‘Songs of Australia’ Students are assessed on making and responding to significant songs of our continent, and playing rhythmic accompaniments and simple songs on the recorder using B, A and G	Assessment: <i>Practical – Teacher Observation</i> Music – ‘Let’s Celebrate, Let’s Remember’ Students are assessed on the songs used in celebrations and commemorations, and reading and writing treble clef notes and play simple melodic patterns on recorder using B, A, G, C and D’	Assessment: <i>Practical – Teacher Observation</i> Music – ‘Around the world with music’ Students are assessed on their exploration of the music-making of other cultures, their singing and playing, and their range on the recorder.
		UNIT 1	UNIT 1	UNIT 1	UNIT 1			UNIT 1
	Visual Art – Using line and colour	Visual Art – New stories	Media – Persuade to protect				Media – The Light Horse Project	
	Students use line and colour to create art works that express their ideas and feelings.	Student create new stories in artworks by collaging characters, objects and landscapes from different artworks.	Students explore representations of people, setting, ideas and story structure in advertising and persuasive presentations, focusing on moving images.				Students explore representations of people, setting, and feelings from the Second Light Horse from World War 1 and use media techniques to create media materials for the ANZAC Day Ceremony.	
	Assessment: <i>Artwork</i> Students combine line and colour to create an artwork that expresses a given idea/feeling.	Assessment: <i>Artwork</i> Students use the technique of collage to create an artwork that tells a new story.	Assessment: <i>Project</i> Students use media techniques to combine elements to create a persuasive media presentation.				Assessment: <i>Project</i> Students use media techniques to combine elements to create materials for the ANZAC Day Ceremony.	
	UNIT 2	UNIT 2	UNIT 2	UNIT 1&2	UNIT 2	UNIT 1&2	UNIT 2	
	Music – ‘Musical stories’	Music – ‘Musical stories’	Music – ‘Musical stories’	Music – ‘Let’s Celebrate, Let’s Remember’ (to ANZAC Day) + ‘Musical Characters’ (5 Weeks)	Music – ‘Musical Characters and Action’	Music – ‘Let’s Celebrate, Let’s Remember’ (to ANZAC Day) + ‘Rhythmic Riot’ (5 Weeks)	Music – ‘Rhythmic Riot’	
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 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 continue to express their ideas, experiences and feelings through music and further develop their understanding of musical elements. Students use the concept of beat as they clap and sing and engage with simple songs.	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 engage with the elements of music by listening to, singing and playing music. They use beat in simple and compound times (ta, ti ti and sa) and explore melodic contour leading to placement of notes on the staff for s, m, l & d.	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.  Students continue to examine and engage with the elements of music by listening to, singing and playing music. They perform in canon both vocal and rhythmic and sing known songs whilst performing an ostinato.	Students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media.  Students further engage with the elements of music as they sing, play, listen to & begin to notate music. They continue to play rhythmic accompaniments, simple ostinato patterns & simple songs on the recorder using B, A & G.	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.  Students continue to engage with the elements of music to sing, play and listen to music. They develop their ability to read and write treble clef notes and play simple melodic patterns on recorder using B, A ,G, C, D’ and E.	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.  Students continue to engage with the elements of music to sing, play and listen to music. They perform songs with extending range on the recorder.		
Assessment: <i>Practical – Teacher Observation</i> Music – ‘Musical Stories’ Students are assessed on making and responding to music exploring the ways that music can evoke stories.	Assessment: <i>Practical – Teacher Observation</i> Music – ‘Musical Stories’ Students are assessed on the concept of beat by listening, clapping and engaging with simple songs.	Assessment: <i>Practical – Teacher Observation</i> Music – ‘Musical Stories’ Students are assessed on using beat in simple and compound times (ta, ti ti and sa) and exploring melodic contour leading to placement of notes on the staff for s, m, l & d.	Assessment: <i>Practical – Teacher Observation</i> ‘Musical Characters’ Students are assessed on performing in canon both vocal and rhythmic and sing known songs whilst performing an ostinato.	Assessment: <i>Practical – Teacher Observation</i> Music – ‘Rhythmic Riot’ Students are assessed on playing rhythmic accompaniments, simple ostinato patterns & simple songs on the recorder using B, A & G.	Assessment: <i>Practical – Teacher Observation</i> Music – ‘Let’s Celebrate, Let’s Remember’ Students are assessed on their ability to read and write treble clef notes and play simple melodic patterns on recorder using B, A ,G, C, D’ and E.	Assessment: <i>Practical – Teacher Observation</i> Music – ‘Rhythmic Riot’ Students are assessed on perform songs with extending range on the recorder.		

		<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 1 continues</b>	<b>UNIT 1</b>	<b>UNIT 1</b>		
			<b>Drama – Stories from the Past</b>	<b>Media – Persuade to protect</b>	<b>Visual Art – Using line and colour</b>	<b>Visual Art – Using visual arts elements</b>		
			Students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus.	Students explore representations of people, setting, ideas and story structure in advertising and persuasive presentations, focusing on moving images.	Students use line and colour to create art works that express their ideas and feelings.	Students use line, colour, shape and texture to create art works that express their ideas and feelings.		
			Assessment: <i>Performance</i> Students combine the elements of drama to create and perform stories about family and friends.	Assessment: <i>Project</i> Students use media techniques to combine elements to create a persuasive media presentation.	Assessment: <i>Artwork</i> Students combine line and colour to create an artwork that expresses a given idea/feeling.	Assessment: <i>Artwork</i> Students combine visual arts elements to create an artwork that expresses a given idea/feeling.		
		<b>UNIT 3</b>	<b>UNIT 3</b>	<b>UNIT 3</b>	<b>UNIT 3</b>	<b>UNIT 3</b>	<b>UNIT 3</b>	
		<b>Music ‘Let’s Sing and Play Together’</b>	<b>Music – ‘Different places’</b>	<b>Music – Save the world</b>	<b>Music – ‘Musical Characters and Action’</b>	<b>Music – ‘Around the world with music’</b>	<b>Music – ‘Going to the Movies’</b>	<b>Music – ‘Let’s Celebrate, Let’s Remember’</b>
		Students explore rhymes and songs as stimulus for music making and responding.	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.  Students understand and use the elements of music. They use the concept of beat as they clap, sing and play, and listen for how many sounds occur on any one beat in simple time. Students perform the rhythmic pattern of known songs.	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.  Students develop their understanding of the elements of music with new duration and pitch concepts. They use same and different phrases/rhythms, perform in canon and sing a simple song whilst performing an ostinato.	Students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media.  Students develop their use of the elements of music with new duration & pitch concepts & listen to, sing & play music. They learn about the minim note & the tie, use melodic contour & place notes on the staff for s, m, l and d, adding r.	Students make and respond to music exploring the music-making of other cultures through their music journal.  Students will engage with the elements of music. Students will use the elements of music as they sing, play, listen to and notate music. They listen to and play simple ostinato patterns and simple songs on the recorder using B, A, G and C.	Students make and respond to music exploring pieces of music that tell a story, and music that appears in film.  Students further develop their understanding of the elements of music. They clap & notate rhythmic patterns using ta, ti ti, tika tika, tie, minim & sa in more complex patterns & continue to play simple melodic patterns on the recorder.	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.  Students further their understanding of the elements of music. They sing, play & listen to music, clap & notate rhythmic patterns using ta, ti ti, tika tika, tie, minim and sa in more complex patterns & perform with extending range on the recorder.
		Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Let’s Sing and Play Together’</b> Students are assessed on making and responding to music.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Different places’</b> Students are assessed on the concept of beat by listening, clapping and engaging with simple songs.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Music’</b> Students are assessed on using same and different phrases/rhythms, performing in canon and singing a simple song whilst performing an ostinato.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Music’</b> Students are assessed on the minim note & the tie, using melodic contour & placing notes on the staff for s, m, l and d, adding r.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Around the world with music’</b> Students are assessed on their exploration of the music-making of other cultures, their singing and playing, and their range on the recorder.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Music’</b> Students are assessed on clapping & notating rhythmic patterns using ta, ti ti, tika tika, tie, minim & sa in more complex patterns playing simple melodic patterns on the recorder.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Music’</b> Students are assessed on singing, playing & responding to music, clapping & notating rhythmic patterns using ta, ti ti, tika tika, tie, minim and sa in more complex patterns & performing with extending range on the recorder.
			<b>UNIT 2</b>	<b>UNIT 2</b>	<b>UNIT 1</b>			
			<b>Dance – Dancing Characters</b>	<b>Dance – Dance Sequences</b>	<b>Drama – Country/Place</b>			
			Students make and respond to dance by exploring characters in stories and rhymes as stimulus.	Students explore dance concepts, performing simple dance sequences from various dance styles incorporating basic skills and patterns. They explore locomotor movements, personal body awareness, spatial awareness and levels, and safe dance practices in a variety of dance pieces.	Students explore connection to Country/Place through Dreaming stories and Before Time stories as stimulus.			
			Assessment: <i>Performance</i> Students use the elements of dance to create and perform dance sequences that represent stories and rhymes.	Assessment: <i>Performance</i> Students use the elements of dance to create and perform dance sequences.	Assessment: <i>Performance</i> Students combine the elements of drama to create stories about Country/Place			
		<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNITS 4 &amp; 5</b>	<b>UNIT 4</b>	<b>UNIT 4</b>	<b>UNIT 4</b>	
		<b>Music – Musical stories</b>	<b>Music – Musical stories</b>	<b>Music – Save the world (5 weeks) + Musical stories (5 weeks)</b>	<b>Music – ‘Songs of Australia’</b>	<b>Music – ‘Around the world with music’ + ‘Musical Characters and Action’ (5 weeks)</b>	<b>Music – ‘Going to the Movies’</b>	<b>Music – ‘Let’s Celebrate, Let’s Remember’ (Year 6 Graduation)</b>
		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 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 use the elements of music and the concept of beat as they clap, sing and play. Students derive and visually represent the rhythmic	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 continue to use the elements of music. They understand comparatives including legato, staccato and dynamics and sing	Students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia.  Students continue to develop their understanding of the elements of music with further new duration and pitch concepts & listen to, sing and	Students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media.	Students make and respond to music exploring pieces of music that tell a story, and music that appears in film.  Students further develop their understanding of the elements of music. They sing, play and listen to music with increasing complexity. They continue to play simple	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.  Students further develop their understanding of the elements of music. They sing, play and listen to

		pattern of whole songs in simple time. Students sing while performing a movement ostinato on the beat.	whilst performing the rhythmic pattern of simple known songs using percussion.	play music. They learn about the duration of the dotted crotchet and tititi in compound time.	Students continue engage with and extend their knowledge and understanding of the elements of music. They play simple songs on the recorder using B, A, G and C and more complex rhythmic patterns.	melodic patterns on recorder using B, A ,G, C, D' and E.	music with increasing complexity. They perform songs with extending range and more complex melodic lines on the recorder.
	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Musical Stories’</b> Students are assessed on making and responding to music exploring the ways that music can evoke stories.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Musical Stories’</b> Students are assessed on deriving and visually representing the rhythmic pattern of whole songs in simple time.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Save the world’</b> Students are assessed on understanding comparatives including legato, staccato and dynamics.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Songs of Australia’</b> Students are assessed on making and responding to significant songs of our continent, and playing rhythmic accompaniments and simple songs on the recorder using B, A and G.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Characters &amp; Action’</b> Students are assessed on playing rhythmic accompaniments, simple ostinato patterns & simple songs on the recorder using B, A & G.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Going to the movies’</b> Students are assessed on singing, playing and responding to music with increasing complexity, and playing simple melodic patterns on recorder using B, A ,G, C, D' and E.	Assessment: <i>Practical – Teacher Observation</i> <b>Music – ‘Let’s Celebrate, Let’s Remember’</b> Students are assessed on singing, playing and responding to music with increasing complexity, and playing more complex melodic lines on the recorder.
							<b>UNIT 2</b>
						<b>Drama – Creating stories</b>	<b>Dance – Dance Events</b>
						Students manipulate and combine the elements of drama to create a script and perform to an audience. They reflect on their script and performance.  Olivia's performance displayed excellent voice projection and expression, confident, expressive movements and maintained a strong focus. Her reflection on the scripts and performances was thoughtful, effectively analysing all of the dramatic elements.	Students combine the elements of dance to create and perform movement sequences for Oktoberfest and for graduation that express ideas and connect ideas using a wide variety of innovative actions.
						Assessment: <i>Performance</i> Students use the elements of drama to create and perform a dramatic work. They write reflections about their script and performance.	Assessment: <i>Performance</i> Students use the elements of dance to create and perform dance sequences.

## Assessment

Refer to attached Data Plan that outlines the whole-school approach for the collection, analysis, use, reporting and review of assessment data.

## 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.

- 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 – 2

For Years One to Two, 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 3 – 6**

For Years Three 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 Curriculum Plan) are assessed and reported against the achievement standards for the year level curriculum they are taught.