

Ingham State School



Whole-school curriculum plan

Prep to Year 6

2016

Requirements for Ingham State School

The following are requirements for curriculum provision, assessment and reporting to parents. These apply to Queensland state primary, secondary and special schools from Prep to Year 12.

1.1 Curriculum to implement

- a) Implement the Australian Curriculum informed by *State Schools implementation of Phases 2 & 3 Australian Curriculum F (Prep) – 10, Recommended curriculum time allocations for Queensland state schools — 2014–2016* and *Languages in Queensland State Schools*.
- b) Implement the remaining Queensland curriculum in 2014 and 2015.
- c) Teach Queensland modern cursive script in implementing the *Australian Curriculum: English* content descriptions relating to Handwriting in F (Prep) to Year 6.
- d) Use Standard Australian English as the basis for teaching, including the teaching of spelling.

1.2 Providing the curriculum

- a) Use a whole school approach to supporting all students' learning — refer to *A whole school approach to support student learning*.
- b) Develop and maintain school *curriculum, assessment and reporting plans* at whole school level, year level and unit level, which address all learning areas — refer to *State Schools implementation of Phases 2 & 3 Australian Curriculum F (Prep) – 10*; and *Recommended curriculum time allocations for Queensland state schools — 2014–2016*.
- c) Develop a pedagogical framework — refer to the *Pedagogical Framework* and the *Pedagogical Framework* site.
- d) Provide the curriculum informed by student performance data to support the continuous improvement of student achievement.
- e) Differentiate teaching to enable students to achieve the learning specified for their year level — refer to *A whole school approach to support student learning*.
- f) Collaboratively develop Individual Curriculum Plans for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period — refer to *A whole school approach to support student learning*.
- g) Provide for students with additional learning support needs — refer to *A whole school approach to support student learning*.
- h) Provide for students with disability — refer to *Curriculum provision to students with disability*.
- i) Provide for gifted and talented students — refer to *Curriculum provision to gifted and talented students*.

2

Assessment

- j) Provide for students learning English as an additional language or dialect (EAL/D) by:
 - identifying and monitoring their development of English language proficiency using the *Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners*.
 - supporting their learning informed by *English as an additional language or dialect (EAL/D) learners*.
- k) Develop Aboriginal and Torres Strait Islander perspectives:
 - through embedding the Australian Curriculum cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures in all learning areas, with a strong but varying presence depending on the relevance to the learning area
 - by taking a localised approach in line with *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools*.
- l) Develop a school homework policy in consultation with the school community — refer to *Homework*.

2.1 Assessment

Schools:

- a) Provide quality classroom assessment aligned to the curriculum — refer to *Assessment*.
- b) Maintain a schedule of assessment as part of the school's *curriculum, assessment and reporting plans* e.g. short-term data cycles.
- c) Identify and minimise barriers that prevent students demonstrating what they know, understand and can do. This may involve special provisions in the conditions of assessment — refer to *Assessment*.
- d) Administer prescribed assessments in Years 3 and 5 within the National Assessment Program – Literacy and Numeracy (NAPLAN).
- e) Administer diagnostic assessments to gather evidence of student performance to inform teaching that is focused on improving the achievement of every student.

2.2 Making judgments about student performance

Schools:

- a) Use a range of evidence of student learning to monitor student progress and assess student achievement — refer to *Assessment*.
- b) Judge the quality of each student's achievement using the relevant curriculum standards.
- c) Make an on-balance judgment across a range and balance of assessments to award an overall level of achievement — refer to *Assessment*.
- d) Use moderation processes to support consistency in teacher judgments and comparability of reported results.

3

Reporting to parents

Reporting

Schools:

- a) Complete the appropriate report format in OneSchool to issue a written report to parents twice yearly — on the learning area/subjects studied in the reporting period.
- b) Use the five-point scale nominated for the year level, to report student achievement in each learning area/subject studied — refer to *Reporting to parents*.
- c) On request from a parent show the student's achievement, in the learning areas/subjects studied, relative to that of other students in their peer group at the school (that is, the number of students in each of the five achievement ratings).¹ This is subject to the privacy of individual students being maintained.
- d) Report on Effort and Behaviour — refer to *Reporting to parents*.
- e) Offer parents the opportunity, twice a year, to discuss their child's educational performance at the school with their child's teachers.
- f) Report to parents on their child's results in Years 3, 5, 7 and 9 national tests as provided by the Queensland Curriculum and Assessment Authority.
- g) For students who were provided a different year-level curriculum than their age cohort for the reporting period — in one or more learning areas — as documented in their Individual Curriculum Plan:
 - assessment and reporting is against the achievement standard for the year- level curriculum they were taught
 - use the Variations to Reporting tab in the OneSchool SER module. In the Comments section of the report indicate the particular year-level curriculum that the student was provided during the reporting period for the learning areas / subject(s). (This provision will have been previously negotiated with parents. Refer to *A whole school approach to support student learning*.)
- h) For students learning English as an additional language or dialect (EAL/D) in their first 12 months of Australian schooling, there can be an exemption from the five point scale reporting requirement, if this is judged necessary by the Principal. For these students, reports are to contain a written statement about the student's:
 - English language proficiency against the *Bandscales State Schools (Queensland) for EAL/D Learners*
 - achievement in the learning areas/subjects of the curriculum if appropriate.

Information about Learning Areas and Subjects

All units where possible will be scheduled in OneSchool and it is expected that teachers plan, teach and assess using the most up-to-date version where possible. All changes to the curriculum will need to be discussed and agreed upon by the Curriculum team. Please note the following information regarding specific Learning & Subject Areas.

Science – Ingham State School will be using Primary Connections Science units in 2016. Please refer to the Science materials in G:\Coredata\Curriculum\AAAAPanning\2016 Planning\Science. All units will be scheduled to your class in OneSchool.

History & Geography – All year levels will teach, assess and report on History in Semester 1 and Geography in Semester 2, except Year 4 and Year 3/4. These History units align to the English Unit 5 which occurs in Semester 2. Therefore these year levels will teach Geography Semester 1 and History Semester 2.

Civics & Citizenship (Years 3-6) – To be taught, assessed and reported on in Semester 1.

The Arts – Specialist Teachers will teach, assess and report on Dance in Semester 1 and Music in Semester 2. All class Teachers are expected to teach, assess and report on the remaining strands of Visual Arts, Drama and Media by the end of the year. Teachers are responsible for emailing the Curriculum Leader to advise which remaining strands will be reported on in which Reporting Period (Semester 1 or 2).

HPE – Specialist teachers will teach, assess and report on Movement Strand for all year levels and the Health strand for Prep-Year 4 classes for all Terms and Reporting Periods. Years 5 and 6 will teach, assess and report on Health for their own classes.

Technologies – Implementation will be in Semester 2. The Curriculum Team will discuss implementation first and develop a program for ISS. Teachers will be advised on completion.

Languages – Specialist teachers will teach, assess and report on Italian for Years 5 and 6 for Semester 1 & 2.

Teaching and learning – Prep

English – Prep			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Enjoying our new world</p> <p>Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</p>	<p>Enjoying and retelling stories</p> <p>Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions. Students sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>	<p>Interacting with others</p> <p>Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. Students identify common visual patterns.</p> <p>They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</p> <p>Students 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.</p>	<p>Responding to text</p> <p>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.</p>

Mathematics - Prep

Unit 1	Unit 2	Unit 3	Unit 4
<p>Prep students will engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy & describe simple patterns, identify patterns within counting sequences • Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects • Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, represent quantities, visualise arrangements to five, match numerals to quantities, count forwards & backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after & next in a sequence, order quantities & numerals • Location and direction — use positional language to describe location, identify positional opposites, represent locations with models & images. 	<p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations • Shape — compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes • Number and place value — recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts • Location and transformation — identify and describe pathways, give and follow movement directions, represent movement paths, describe locations • Patterns and algebra — copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number. 	<p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events • Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities • Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions. 	<p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making • equal groups, describing the joining process • Using units of measurement — directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects • Location and transformation — describe position, describe direction • Shape — describe, name and compare shapes • Data representation and interpretation — generate yes/no questions, identify and interpret data collected.

History – Prep

Unit 1

Exploring families

Inquiry question/s:

- What is my history and how do I know?

Students:

- investigate their personal history, particularly family backgrounds and relationships
- examine the nature of and structure of families
- recognise similarities and differences between families
- appreciate diversity within their family and others.

Prep students develop skills and understandings by engaging in activities associated with the five contexts for learning – focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.

Unit 2

Tell me a story about the past

Inquiry question/s:

- What stories do other people tell about the past?
- How can stories of the past be told and shared?

Students:

- identify familiar ways family and friends commemorate past events that are important to them
- explore the way in which stories of families and the past can be and have been communicated
- recognise that stories can be prompted by photographs, artefacts, books, oral histories, digital media and museum exhibits that represent past events
- understand that stories can change over time.

Prep students develop skills and understandings by engaging in activities associated with the five contexts for learning – focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.

Geography – Prep

Unit 1

What is my place like?

Inquiry question/s:

- What are places like?

Students:

- draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about
- develop questions about places they belong to
- understand that a 'place' has features and a boundary, that can be represented on maps or globes
- understand that Aboriginal peoples and Torres Strait Islander peoples use special words for the place they live in and belong to
- observe the visible elements or features of the 'place' they live in and belong to, and record
- use maps and stories to identify the places students live in and belong to, such as, their home, neighbourhood, or rural area, and record the features of each place
- represent the location and direction of visible elements or features of their place on a pictorial map and model
- describe their observations of the features of a familiar place, its location and direction, and the reasons for living there

Unit 2

How do we care for special places?

Inquiry questions:

- What makes a place special?
- How can we look after the places we live in?

Students:

- draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about
- understand that what makes a 'place' special is dependent on how people view the place or use the place
- pose questions about the meaning places have for people
- listen to stories about the ways Aboriginal peoples and Torres Strait Islander peoples describe their connection with a 'place' or 'places', particularly the visible elements or features of a place
- describe the location of important places using geographical terms such as near and far
- use sources to identify ways that people care for special places, and record
- describe special places and the reasons they are special to people
- reflect on learning to suggest ways they could contribute to the caring of a special place

Health and Physical Education – Prep

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>I can do it!</p> <p>Students explore information about what makes them unique and their strengths and achievements. They participate in play.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify different settings where they can play safely and identify and describe the different emotions people experience • understand that they are an individual with unique qualities • identify different settings where they can be active • describe actions that help keep them safe • recognise and name emotions people may experience in different situations • understand reasons for varying individual emotional responses in similar situations • practice using strategies to support trying and success when faced with challenges 	<p>I am Growing and changing</p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore how bodies grow and change by identifying the body parts and individual characteristics • identify and explore how we look after our bodies • investigate the importance of activity to look after our body • identify who helps me keep healthy and active 	<p>Looking out for others</p> <p>Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings</p> <p>Students:</p> <ul style="list-style-type: none"> • explore different ways of communicating emotions including facial, physical and verbal expressions. • understand how emotional responses may differ between people and in different situations • understand the personal and social skills that can be used to interact with others • practise working cooperatively and including others in group situations. 	<p>I am safe</p> <p>Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand what children should do to keep themselves safe in different situations • understand the dangers of different places and things in a household • understand how following rules can keep children safe at home • understand the safe behaviours to follow with medicines and around poisons • understand the hazards associated with different water areas and how to stay safe in and around water • understand how fires start and how to be safe in fire emergencies • describe and demonstrate protective behaviours and actions that help keep them safe in various situations. <p>This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.</p>

All units developed using the Australian Curriculum: Health and Physical Education Foundation Year content descriptions and achievement standard.

Health and Physical Education – Prep

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Let's get moving</p> <p>Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore movement and examine the rules and procedures required for successful participation in physical activity • develop and perform the fundamental movement skills of running, jumping, hopping and galloping and apply them in simple activities and games • examine how to solve a movement challenge by testing and trialling possible solutions • apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges. 	<p>Playing with balls</p> <p>Students develop the object control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They use personal and social skills to follow rules and cooperate with others.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore rules and safe practices for moving safely and using balls in physical activities • explore the personal and social skills needed to cooperate with others in physical activities • develop fundamental movement skills to direct and receive objects • test and evaluate possible solutions to movement challenges. 	<p>Who wants to play?</p> <p>Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in partner, small group and whole class games • use personal and social skills to include others in games • examine the principles of being a good team member • investigate and describe their feelings after physical activity 	<p>Animal dance</p> <p>Students explore the elements of movement (speed, level and shape) and plan and perform a sequence of movement in response to music. They identify and describe how their body responds to movement.</p> <p>Students:</p> <ul style="list-style-type: none"> • perform fundamental movement skills in response to music • apply the elements of movement to fundamental movement skills • create movements to represent different animals • plan and practice a sequence of four movements • perform a sequence of four animal movements.

All units developed using the Australian Curriculum: Health and Physical Education Foundation Year content descriptions and achievement standard.

Technologies – Years Prep to 2

Design and Technologies

Unit 1	Unit 2	Unit 3
<p>Engineering principles and systems: Spin it!</p> <p>Students explore how technologies use forces to create movement in products. They design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> Investigating spinning toys from around the world, and analyse how they are made and how they work Generating and refining design ideas, communicated by simple drawings Producing a functional product that appeals to the client Evaluating their design and production processes Collaborating and managing by working with others and by sequencing the steps for the project. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> Science Year 2 Unit 2 – Toy factory 	<p>Food and fibre production and Food specialisations: Grow, grow, grow</p> <p>Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food from garden produce.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> Investigating how food and fibre are grown to meet human needs Generating and refining design ideas for a functional growing environment Producing a simple drawing that represents the design Evaluating their design and presentation processes Collaborating and managing by working with others and by following sequenced steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Science Prep Unit 1 – Our living world Science Year 2 Unit 3 – Good to grow 	<p>Materials and technologies specialisations: It's showtime!</p> <p>Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> Investigating materials, technologies for shaping and joining, and how designs meet people's needs Generating and refining design ideas Producing a puppet that meets the design brief Evaluating their design and production processes Collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Science Year 1 Unit 2 — Material madness Drama Year Prep to 2 Unit 2 — Poetry alive English Year 2 Unit 1 — Playing with verse

Technologies – Years Prep to 2

Digital Technologies

Unit 1

Computers: Handy helpers

Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They:

- explore and describe how digital and information systems are used for particular purposes in daily life
- collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning
- describe, follow and apply a sequence of steps and decisions (algorithms) to solve problems in non-digital and digital contexts
- develop foundational skills in computational and systems thinking when solving problems
- work with others to create and organise ideas and information in a safe online environment
- develop foundational skills in computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information.

The Arts – Prep to 2

Dance

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>Dancing characters*</p> <p>Students make and respond to dance by exploring characters in stories and rhymes as stimulus.</p> <p>*This unit complements the concepts taught in English Prep Unit 3 – Interacting with others.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise dance ideas by exploring characters or action in stories or rhymes to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences that explore ideas about characters present dance sequences that communicate ideas about characters to an audience respond to dances about stories and characters, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Shape dance*</p> <p>Students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus.</p> <p>*This unit complements the concepts taught in Mathematics Year 2 Unit 5.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences present dance sequences that communicate ideas about shapes and objects to an audience respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Dancing seasons*</p> <p>Students make and respond to dance by exploring connections with seasons in dance of their own and other cultures as stimulus.</p> <p>*This unit complements the concepts taught in History Year 1 Unit 1 – This moment in time.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas about seasons to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences present dance sequences that communicate ideas about seasons to an audience respond to dances about seasons, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Cultural dance*</p> <p>Students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.</p> <p>*This unit complements the concepts taught in Science Prep Unit 4 – I like to move it, move it.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities present dance sequences that communicate new dance ideas to an audience respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Action stories</p> <p>Students make and respond to dance by exploring action stories as stimulus.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas about action stories to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising action story dance sequences present dance sequences that communicate ideas about action stories to an audience respond to dances, considering where and why people dance, starting with dances from Australia including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

All units developed using the Australian Curriculum: Dance Years Foundation to 2 content descriptions and achievement standard.

The Arts – Prep to 2

Drama

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>My place*</p> <p>Students make and respond to drama by exploring the school/local community/imagined places as stimulus for process drama and dramatic play.</p> <p>*This unit complements the concepts taught in Geography Prep Unit 1 – What is my place like?</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space including special words those used by Aboriginal Peoples and Torres Strait Islander Peoples use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about place/space to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Performing poetry*</p> <p>Students make and respond to drama by exploring performance poetry as stimulus.</p> <p>* This unit complements the concepts taught in English Year 2 Unit 1 – Reading, writing and performing poetry.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations and ideas expressed in poetry use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about poetry to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Shopping role plays*</p> <p>Students make and respond to drama by exploring money and features/values of Australian coins as stimulus.</p> <p>*This unit complements the concepts taught in Mathematics Year 1 Unit 4-6.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving money use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about shopping and money to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Drama stories from the past*</p> <p>Students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus.</p> <p>*This unit complements the concepts taught in History Prep Unit 2 – Tell me a story about the past.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in dramatic play, improvisation and process drama about stories of family and friends use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about stories of family and friends to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Stories come to life</p> <p>Students make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories present drama that communicates ideas, including stories from their community, to an audience respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal Peoples and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Dance Years Foundation to 2 content descriptions and achievement standard.

The Arts – Prep to 2

Media Arts

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>Family stories*</p> <p>Students create media artworks to present a story about their family.</p> <p>*This unit complements the concepts taught in History Prep Unit 2 – Exploring families by exploring spoken narratives shared verbally among family members.</p> <p>Students:</p> <ul style="list-style-type: none"> explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story present stories in digital form to communicate ideas describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. 	<p>Look again*</p> <p>Students explore manipulation and representation of self.</p> <p>*This unit complements the concepts taught in History Year 2 Unit 1 – Exploring the impact of changing technology in people’s lives by exploring how media technologies can be used to change reality in media arts forms.</p> <p>Students:</p> <ul style="list-style-type: none"> explore self-portrait representations which change reality and the ability of technology to manipulate and present new realities experiment with manipulation of still or moving images to present alternate character representations (costume and props; special effects or video effects) present manipulated images in digital or print form to share understanding of generational relationships describe and discuss what is real and not real in digitally manipulated images in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Family portraits*</p> <p>Students use digital manipulation to present alternate representations of family portraiture.</p> <p>*This unit complements the concepts taught in History Year 1 Unit 2 Exploring yesterday and today – my grandparents, my parents and me by exploring generational similarities and differences.</p> <p>Students:</p> <ul style="list-style-type: none"> explore contemporary family portrait representations the form of digital collage combining photographs of family members to communicate relationships experiment with abstraction and media technology (cropping; selecting; repeating; moving; resizing; colour variation, text) to manipulate existing images present manipulated images in digital or print form to share understanding of generational relationships describe and discuss the representation of family relationships in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. 	<p>Self*</p> <p>Students create alternative representations of self using media art forms.</p> <p>* This unit complements the concepts taught in Health and Physical Education Prep Unit 4 – I am safe by exploring ideas of self as a member of a community.</p> <p>Students:</p> <ul style="list-style-type: none"> explore representations of self through digital forms and presentations of self in media art forms experiment with images, sound and text present representations in digital or print form to communicate ideas describe and discuss the representation of self in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. 	<p>What can you hear?</p> <p>Students explore the existence and impact of sound as a representation of settings and characters in the community.</p> <p>Students:</p> <ul style="list-style-type: none"> explore soundscapes through capturing audio from their community and using media technologies to communicate ideas about where and why sounds can be heard experiment with audio recording and image capture to draw attention to sounds in the community present soundscapes which may present alternate interpretations (eg. matching game; sounds with different images) describe and discuss sound effects and audio in media art works of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Media Arts Years Foundation to 2 content descriptions and achievement standard.

The Arts – Prep to 2

Music

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>Let's sing and play together*</p> <p>Students explore rhymes and songs as stimulus for music making and responding.</p> <p>*This unit complements the concepts taught in English Prep Unit 3 – Interacting with others.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Save the world*</p> <p>Students explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed.</p> <p>*This unit complements the concepts taught in Science Year 2 Unit 4 – Save planet Earth.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in music related to sustainable environments and conservation using voice, movement and body percussion sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes that explore the concept of sustainability, including songs used by cultural groups in the community create compositions and perform music to communicate ideas that offer solutions on how to sustain Earth's resources to an audience respond to music and consider where and why people make music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Different places*</p> <p>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.</p> <p>*This unit complements the concepts taught in Geography Year 1 Unit 2 – What are places like?</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces on the theme of different places, using voice, movement and body percussion sing and play instruments to improvise and practise a repertoire of chants, songs and rhymes related to different places create compositions and perform music to communicate ideas that represent different places respond to music and consider where and why people make music, including music of Aboriginal Peoples and Torres Strait Islander People. 	<p>Music in our new world*</p> <p>Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.</p> <p>*This unit complements the concepts taught in English Prep Unit 1 – Enjoying our new world.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes drawn from texts sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Musical stories</p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in music that evokes stories sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community that tell a story create compositions and perform music to communicate story ideas to an audience respond to music that tells a story and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Music Years Foundation to 2 content descriptions and achievement standard.

Visual Arts

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>New stories*</p> <p>Students create new stories in artworks by collaging characters, objects and landscapes from different artworks.</p> <p>*This unit complements the concepts taught in English Prep Unit 2 – Enjoying and Retelling Stories by exploring where and why artists use visual language to tell stories in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the visual language of storytelling in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues display artworks and share ideas about narrative elements and visual language choices they made in their artworks describe and interpret narrative elements in artworks 	<p>Up, down and all around*</p> <p>Students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places.</p> <p>*This unit complements the concepts taught in Geography Year 2 Unit 2 – How are people and places connected by exploring where and why artists use visual language to communicate connection to place.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (printmaking, mixed media, collage, drawing) to create expressive observational artworks about places display artworks and share ideas about emotive visual language choices they made in their artworks describe and interpret artists' personal connection to place. 	<p>What are you thinking?*</p> <p>Students explore how changes in facial features, style and form communicate emotion in portraiture.</p> <p>*This unit complements the concepts taught in English Year 1 Unit 1 – Exploring emotion in picture books by exploring where and why artists use visual language to communicate emotion in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the visual language of portraiture in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (drawing, photography) and observation to create self-portraits to communicate emotion display artworks and share ideas about emotive visual language choices they made in their artworks describe and interpret emotion in self-portraiture. 	<p>Stormy clouds*</p> <p>Students explore how visual language can be used to communicate and relate to mood and experiences.</p> <p>*This unit complements the concepts taught in Science Prep Unit 3 – Weather Watch by exploring where and why artists use visual language to depict weather and atmosphere in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the depiction of weather in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning display artworks and share ideas about choices made for visual language, techniques and processes in their artworks describe and interpret mood and atmosphere created by weather in artworks. 	<p>Reinventing objects</p> <p>Students explore processes of invention and imagination through found object sculpture or collage to communicate meaning and represent new ideas about change and sustainability.</p> <p>Students:</p> <ul style="list-style-type: none"> explore imaginative artworks created from reinvented found and discarded objects by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks experiment with visual conventions (sculpture, collage, assemblage) to create artworks drawn from imaginative interpretations of real events and experiences display artworks and share ideas about visual language choices made in artworks to capture imaginative concepts describe and interpret artist's use of sustainable art materials to communicate ideas.

All units developed using the Australian Curriculum: Visual Arts Years Foundation to 2 content descriptions and achievement standard.

Teaching and learning – Year 1

English – Year 1							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Exploring emotion in picture books</p> <p>Students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.</p>	<p>Explaining how a story works</p> <p>Students listen to, read and view a range of picture books in order to analyse and explain a familiar story.</p>	<p>Exploring characters in stories</p> <p>Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</p>	<p>Engaging with poetry</p> <p>Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p>	<p>Examining the language of communication — questioning</p> <p>Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.</p>	<p>Retelling cultural stories</p> <p>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.</p>	<p>Creating digital procedural texts</p> <p>Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language and text structures of procedure in imaginative and informative contexts. Students create a digital presentation of a procedure from a literary context.</p>	<p>Creating digital texts</p> <p>Students listen to, read, view and interpret a series of narrative texts to create a digital innovation.</p>

Mathematics – Year 1

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — counting numbers, describe growing patterns, investigate the two number sequence, represent 2-digit numbers, investigate parts and whole of quantities, show standard partitioning of 'teen' numbers, investigate subtraction, represent and solve simple addition and subtraction problems Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data Chance — describe the outcomes of familiar events Number and place value — represent the ones counting sequence to and from 100 from any starting point, represent and record the two counting sequence, represent and order 'teen' numbers, flexibly partition 'teen' numbers, describe 'teen' numbers referring to the ten and ones, represent and record simple addition and subtraction problems, use counting to solve addition and subtraction problems, use ten to solve simple addition and subtraction problems, explore commutativity. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Patterns and algebra — investigate & describe repeating & growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent & record counting sequences, describing number patterns Number and place value — represent & record the tens number sequence, investigate quantities & equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, connect addition & subtraction, represent, record & solve simple addition problems Using units of measurement — describe the duration of an hour, explore & tell time to the hour. Location and transformation — explore & describe location, investigate & describe position, direction & movement, interpret directions. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Shape — Investigate the features three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects Number and place value — Identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, represent and record counting sequences, represent multiples of ten, compare and order numbers, partition two-digit numbers Fractions and decimals — investigate wholes and halves, partition to make equal parts Money and financial mathematics — explore features of Australian coins. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — represent and record the fives number sequence, count collections, represent and record two-digit numbers, identify and describe number relationships, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, record and solve simple addition and subtraction problems Fractions and decimals — investigate wholes and halves Patterns and algebra — recall the ones, twos and tens counting sequences, explore number patterns, represent the fives number sequence Using units of measurement — compare, measure and record lengths and capacity. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Using units of measurement - describe durations in time, tell time to the half hour Number and place value - recall, represent and record the ones, twos, fives & tens number sequence, identify number patterns, count collections, represent & record two-digit numbers, standard place value partitioning of two-digit numbers, identifying digit values, exploring doubling & halving, positioning & locating numbers on linear representations, representing, recording & solving simple subtraction problems Money and financial mathematics - recognise, describe, & order Australian coins according to their value Location and transformation - give & follow directions, investigate position, direction and movement. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Fractions and decimals — identify a half Number and place value — count collections beyond 100, skip count in ones, twos, fives & tens, identify missing elements, describe patterns created by skip counting, identify standard place value partitions of two-digit numbers, position & locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10, identify related addition & subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition & subtraction, solve addition & subtraction problems Data representation and interpretation — ask suitable questions to collect data, gather & organise data Chance — classify events based on chance. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Patterns and algebra - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns Number and Place value - use standard and nonstandard partitioning of two-digit numbers, count in number patterns, model numbers with a range of materials, develop and refine mental strategies for addition and subtraction problems, represent part unknown Using units of measurement – compare and sequence familiar events in time Data representation and interpretation – collect, organise and represent data

History – Year 1	
Unit 1	Unit 2
<p>At this moment in time</p> <p>Inquiry Question/s:</p> <ul style="list-style-type: none"> How do we describe the sequence of time? <p>Students:</p> <ul style="list-style-type: none"> understand concepts and terms used to describe the passing of time recognise events that happened in the past may be memorable or have personal significance view and discuss sources, such as images, objects and family stories, that have personal significance sequence and describe events of personal significance using terms to describe the passing of time. 	<p>Exploring yesterday and today – my grandparents, my parents and me</p> <p>Inquiry Question/s:</p> <ul style="list-style-type: none"> How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past? <p>Students:</p> <ul style="list-style-type: none"> explore the differences between family structures and roles today when compared to the recent past consider how family structures and roles have changed over time identify differences and similarities between their daily lives when compared to the childhoods of their parents, grandparents and special older people.

Geography – Year 1	
Unit 1	Unit 2
<p>How do people use places?</p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> How can spaces within a place be rearranged to suit different purposes? <p>Students:</p> <p>draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops</p> <ul style="list-style-type: none"> understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed, for example a building develop questions about places collect and record geographical data and information to identify and describe the natural, constructed and managed features of places collect and record geographical data and information to identify examples of how the features of places are used or described by people differently observe spaces within the school that are arranged for different activities or purposes represent and label spaces within a place on a pictorial map and describe using the language of direction and location respond to questions about the organisation of spaces within a place, including why spaces within a place are used for particular purposes 	<p>What are places like?</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> What are the different features of places? How can we care for places? <p>Students:</p> <ul style="list-style-type: none"> draw on studies at the personal scale, including familiar places for example, the school, local park and local shops understand that weather and climate affect the visible elements or features of a place nearby or far away ask questions using the stems of 'what', 'how' and 'why' to find out about the weather observe the daily and seasonal weather (rainfall, temperatures, sunshine and wind) of a place nearby and far away collect and record geographical data and information, such as, observations and the stories of Aboriginal peoples and Torres Strait Islander peoples, to describe the weather and seasons of a place nearby or far away reflect on learning to respond to questions about how features of places can be cared for

Health and Physical Education – Year 1

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>A little independence</p> <p>Students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.</p> <p>Students:</p> <ul style="list-style-type: none"> describe changes that occur as individuals grow older describe how family and community acknowledge changes recognise similarities and differences in individuals identify factors that influence personal identities discuss how differences and similarities are celebrated and respected. 	<p>Good choices, healthy me</p> <p>Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students describe actions that keep themselves and others healthy in different situations.</p> <p>Students:</p> <ul style="list-style-type: none"> understand the meaning of being healthy recognise situations and opportunities to promote health. understand the relationship between personal actions and being healthy identify and explain actions related to health messages recognise situations and opportunities to promote healthy choices explore actions that help make their classroom a healthy and active place identify and explore natural and built environments in their local community where physical activity can take place consider health messages when making health decisions and selecting healthy actions recognise situations and opportunities to make healthy decisions understand how to use the decision making steps to make healthy choices. 	<p>We all belong</p> <p>Students recognise similarities and differences in individuals and groups and describe how these differences can be respected. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.</p> <p>Students:</p> <ul style="list-style-type: none"> examine similarities and differences recognise how differences contribute to identity understand different ways to demonstrate respect understand how emotional responses influence their own and others' feelings explore ways to help themselves and others feel they belong practise strategies to be friendly and include others. 	<p>My safety, my responsibilities</p> <p>Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p> <p>Students:</p> <ul style="list-style-type: none"> examine safe and unsafe situations and strategies to keep safe recognise and rehearse strategies that help keep them safe explore how responsibilities increase as they grow older examine situations where they may need to seek help from others recognise safety clues and rehearse strategies they can use to seek help. <p>This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.</p>

All units developed using the Australian Curriculum: Health and Physical Education Year 1 and 2 content descriptions and achievement standard.

Health and Physical Education – Year 1

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Catch that bean</p> <p>Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.</p> <p>Students:</p> <ul style="list-style-type: none"> • demonstrate positive ways to interact with a partner • perform object control skills of throwing and catching • perform loco-motor skills of running/jogging and jumping techniques • propose a range of alternatives and test their effectiveness when solving movement challenges. 	<p>I'm a 'balliever'</p> <p>Students develop locomotor and object control skills. They experiment with using different equipment and parts of their body. They propose a range of alternatives and test their effectiveness when solving movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> • discuss the body's reactions to participating in physical activities • perform fundamental movement skills • participate in games • propose a range of alternatives and test their effectiveness when solving movement challenges. 	<p>Catch me if you can</p> <p>Students participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test their effectiveness to solve movement challenges. They demonstrate strategies to work in groups and play fairly during tagging games.</p> <p>Students:</p> <ul style="list-style-type: none"> • demonstrate positive ways to interact others • apply rules required to participate fairly in physical activities, including simple games • perform running and dodging fundamental movement skills • test alternatives and solve movement challenges. 	<p>Swim: Tadpole tales (Year 2 Unit 1)</p> <p>Students develop aquatic skills and swimming strokes. They perform aquatic skills in a sequence that incorporates the elements of movement.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop aquatic skills using different body parts to travel in different directions • perform aquatic skills in a sequence incorporating understanding for under, over, through and between people and equipment • develop the swimming strokes of freestyle and backstroke • apply safety rules in an aquatic environment.
<p>All units developed using the Australian Curriculum: Health and Physical Education Year 1 and 2 content descriptions and achievement standard.</p>			

Technologies – Years Prep to 2

Design and Technologies

Unit 1	Unit 2	Unit 3
<p>Engineering principles and systems: Spin it!</p> <p>Students explore how technologies use forces to create movement in products. They design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> Investigating spinning toys from around the world, and analyse how they are made and how they work Generating and refining design ideas, communicated by simple drawings Producing a functional product that appeals to the client Evaluating their design and production processes Collaborating and managing by working with others and by sequencing the steps for the project. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> Science Year 2 Unit 2 – Toy factory 	<p>Food and fibre production and Food specialisations: Grow, grow, grow</p> <p>Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food from garden produce.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> Investigating how food and fibre are grown to meet human needs Generating and refining design ideas for a functional growing environment Producing a simple drawing that represents the design Evaluating their design and presentation processes Collaborating and managing by working with others and by following sequenced steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Science Prep Unit 1 – Our living world Science Year 2 Unit 3 – Good to grow 	<p>Materials and technologies specialisations: It's showtime!</p> <p>Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> Investigating materials, technologies for shaping and joining, and how designs meet people's needs Generating and refining design ideas Producing a puppet that meets the design brief Evaluating their design and production processes Collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Science Year 1 Unit 2 — Material madness Drama Year Prep to 2 Unit 2 — Poetry alive English Year 2 Unit 1 — Playing with verse

Technologies – Years Prep to 2

Digital Technologies

Unit 1

Computers: Handy helpers

Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They:

- explore and describe how digital and information systems are used for particular purposes in daily life
- collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning
- describe, follow and apply a sequence of steps and decisions (algorithms) to solve problems in non-digital and digital contexts
- develop foundational skills in computational and systems thinking when solving problems
- work with others to create and organise ideas and information in a safe online environment
- develop foundational skills in computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information.

The Arts – Prep to 2

Dance

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>Dancing characters*</p> <p>Students make and respond to dance by exploring characters in stories and rhymes as stimulus.</p> <p>*This unit complements the concepts taught in English Prep Unit 3 – Interacting with others.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise dance ideas by exploring characters or action in stories or rhymes to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences that explore ideas about characters present dance sequences that communicate ideas about characters to an audience respond to dances about stories and characters, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Shape dance*</p> <p>Students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus.</p> <p>*This unit complements the concepts taught in Mathematics Year 2 Unit 5.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences present dance sequences that communicate ideas about shapes and objects to an audience respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Dancing seasons*</p> <p>Students make and respond to dance by exploring connections with seasons in dance of their own and other cultures as stimulus.</p> <p>*This unit complements the concepts taught in History Year 1 Unit 1 – This moment in time.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas about seasons to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences present dance sequences that communicate ideas about seasons to an audience respond to dances about seasons, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Cultural dance*</p> <p>Students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.</p> <p>*This unit complements the concepts taught in Science Prep Unit 4 – I like to move it, move it.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities present dance sequences that communicate new dance ideas to an audience respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Action stories</p> <p>Students make and respond to dance by exploring action stories as stimulus.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas about action stories to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising action story dance sequences present dance sequences that communicate ideas about action stories to an audience respond to dances, considering where and why people dance, starting with dances from Australia including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

All units developed using the Australian Curriculum: Dance Years Foundation to 2 content descriptions and achievement standard.

The Arts – Prep to 2

Drama

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>My place*</p> <p>Students make and respond to drama by exploring the school/local community/imagined places as stimulus for process drama and dramatic play.</p> <p>*This unit complements the concepts taught in Geography Prep Unit 1 – What is my place like?</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space including special words those used by Aboriginal Peoples and Torres Strait Islander Peoples use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about place/space to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Performing poetry*</p> <p>Students make and respond to drama by exploring performance poetry as stimulus.</p> <p>* This unit complements the concepts taught in English Year 2 Unit 1 – Reading, writing and performing poetry.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations and ideas expressed in poetry use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about poetry to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Shopping role plays*</p> <p>Students make and respond to drama by exploring money and features/values of Australian coins as stimulus.</p> <p>*This unit complements the concepts taught in Mathematics Year 1 Unit 4-6.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving money use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about shopping and money to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Drama stories from the past*</p> <p>Students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus.</p> <p>*This unit complements the concepts taught in History Prep Unit 2 – Tell me a story about the past.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in dramatic play, improvisation and process drama about stories of family and friends use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about stories of family and friends to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Stories come to life</p> <p>Students make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories present drama that communicates ideas, including stories from their community, to an audience respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal Peoples and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Dance Years Foundation to 2 content descriptions and achievement standard.

The Arts – Prep to 2

Media Arts

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>Family stories*</p> <p>Students create media artworks to present a story about their family.</p> <p>*This unit complements the concepts taught in History Prep Unit 2 – Exploring families by exploring spoken narratives shared verbally among family members.</p> <p>Students:</p> <ul style="list-style-type: none"> explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story present stories in digital form to communicate ideas describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. 	<p>Look again*</p> <p>Students explore manipulation and representation of self.</p> <p>*This unit complements the concepts taught in History Year 2 Unit 1 – Exploring the impact of changing technology in people’s lives by exploring how media technologies can be used to change reality in media arts forms.</p> <p>Students:</p> <ul style="list-style-type: none"> explore self-portrait representations which change reality and the ability of technology to manipulate and present new realities experiment with manipulation of still or moving images to present alternate character representations (costume and props; special effects or video effects) present manipulated images in digital or print form to share understanding of generational relationships describe and discuss what is real and not real in digitally manipulated images in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Family portraits*</p> <p>Students use digital manipulation to present alternate representations of family portraiture.</p> <p>*This unit complements the concepts taught in History Year 1 Unit 2 Exploring yesterday and today – my grandparents, my parents and me by exploring generational similarities and differences.</p> <p>Students:</p> <ul style="list-style-type: none"> explore contemporary family portrait representations the form of digital collage combining photographs of family members to communicate relationships experiment with abstraction and media technology (cropping; selecting; repeating; moving; resizing; colour variation, text) to manipulate existing images present manipulated images in digital or print form to share understanding of generational relationships describe and discuss the representation of family relationships in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. 	<p>Self*</p> <p>Students create alternative representations of self using media art forms.</p> <p>* This unit complements the concepts taught in Health and Physical Education Prep Unit 4 – I am safe by exploring ideas of self as a member of a community.</p> <p>Students:</p> <ul style="list-style-type: none"> explore representations of self through digital forms and presentations of self in media art forms experiment with images, sound and text present representations in digital or print form to communicate ideas describe and discuss the representation of self in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. 	<p>What can you hear?</p> <p>Students explore the existence and impact of sound as a representation of settings and characters in the community.</p> <p>Students:</p> <ul style="list-style-type: none"> explore soundscapes through capturing audio from their community and using media technologies to communicate ideas about where and why sounds can be heard experiment with audio recording and image capture to draw attention to sounds in the community present soundscapes which may present alternate interpretations (eg. matching game; sounds with different images) describe and discuss sound effects and audio in media art works of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Media Arts Years Foundation to 2 content descriptions and achievement standard.

The Arts – Prep to 2

Music

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>Let's sing and play together*</p> <p>Students explore rhymes and songs as stimulus for music making and responding.</p> <p>*This unit complements the concepts taught in English Prep Unit 3 – Interacting with others.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Save the world*</p> <p>Students explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed.</p> <p>*This unit complements the concepts taught in Science Year 2 Unit 4 –Save planet Earth.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in music related to sustainable environments and conservation using voice, movement and body percussion sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes that explore the concept of sustainability, including songs used by cultural groups in the community create compositions and perform music to communicate ideas that offer solutions on how to sustain Earth's resources to an audience respond to music and consider where and why people make music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Different places*</p> <p>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.</p> <p>*This unit complements the concepts taught in Geography Year 1 Unit 2 – What are places like?</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces on the theme of different places, using voice, movement and body percussion sing and play instruments to improvise and practise a repertoire of chants, songs and rhymes related to different places create compositions and perform music to communicate ideas that represent different places respond to music and consider where and why people make music, including music of Aboriginal Peoples and Torres Strait Islander People. 	<p>Music in our new world*</p> <p>Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.</p> <p>*This unit complements the concepts taught in English Prep Unit 1 – Enjoying our new world.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes drawn from texts sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Musical stories</p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in music that evokes stories sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community that tell a story create compositions and perform music to communicate story ideas to an audience respond to music that tells a story and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Music Years Foundation to 2 content descriptions and achievement standard.

The Arts – Prep to 2

Visual Arts

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>New stories*</p> <p>Students create new stories in artworks by collaging characters, objects and landscapes from different artworks.</p> <p>*This unit complements the concepts taught in English Prep Unit 2 – Enjoying and Retelling Stories by exploring where and why artists use visual language to tell stories in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the visual language of storytelling in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues display artworks and share ideas about narrative elements and visual language choices they made in their artworks describe and interpret narrative elements in artworks 	<p>Up, down and all around*</p> <p>Students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places.</p> <p>*This unit complements the concepts taught in Geography Year 2 Unit 2 – How are people and places connected by exploring where and why artists use visual language to communicate connection to place.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (printmaking, mixed media, collage, drawing) to create expressive observational artworks about places display artworks and share ideas about emotive visual language choices they made in their artworks describe and interpret artists' personal connection to place. 	<p>What are you thinking?*</p> <p>Students explore how changes in facial features, style and form communicate emotion in portraiture.</p> <p>*This unit complements the concepts taught in English Year 1 Unit 1 – Exploring emotion in picture books by exploring where and why artists use visual language to communicate emotion in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the visual language of portraiture in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (drawing, photography) and observation to create self-portraits to communicate emotion display artworks and share ideas about emotive visual language choices they made in their artworks describe and interpret emotion in self-portraiture. 	<p>Stormy clouds*</p> <p>Students explore how visual language can be used to communicate and relate to mood and experiences.</p> <p>*This unit complements the concepts taught in Science Prep Unit 3 – Weather Watch by exploring where and why artists use visual language to depict weather and atmosphere in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the depiction of weather in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning display artworks and share ideas about choices made for visual language, techniques and processes in their artworks describe and interpret mood and atmosphere created by weather in artworks. 	<p>Reinventing objects</p> <p>Students explore processes of invention and imagination through found object sculpture or collage to communicate meaning and represent new ideas about change and sustainability.</p> <p>Students:</p> <ul style="list-style-type: none"> explore imaginative artworks created from reinvented found and discarded objects by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks experiment with visual conventions (sculpture, collage, assemblage) to create artworks drawn from imaginative interpretations of real events and experiences display artworks and share ideas about visual language choices made in artworks to capture imaginative concepts describe and interpret artist's use of sustainable art materials to communicate ideas.

All units developed using the Australian Curriculum: Visual Arts Years Foundation to 2 content descriptions and achievement standard.

Teaching and Learning Prep to Year 2

History – P-2	
Unit 1	Unit 2
<p>Remembering the past</p> <p>Historical Understandings</p> <ul style="list-style-type: none"> • Continuity and change • Significance <p>Inquiry questions:</p> <p>PREP</p> <p>What stories do other people tell about the past? How can stories of the past be told and shared?</p> <p>YEAR 1</p> <p>How do we describe the sequence of time?</p> <p>YEAR 2</p> <p>What aspects of the past can you see today? What do they tell us? What remains of the past are important to the local community? Why?</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • identify familiar ways that family and friends commemorate past events that are important to them • explore the way in which stories of families and the past can be and have been communicated • recognise that stories can be prompted by photographs, artefacts, books, oral histories, digital media and museums that represent past events • develop an understanding of terms indicating the passing of time • use terms indicating the passing of time to describe past events and annotate sequenced events • identify sites of historical significance in the local community • explore the history of significant sites in the local community and examines what they reveal about the past • identify continuity and change in significant sites in the local community • recognises cultural or spiritual significance associated with the significant sites. 	<p>Comparing the past and the present</p> <p>Historical Understandings</p> <ul style="list-style-type: none"> • Continuity and change • Cause and effect • Perspectives • Empathy • Significance <p>Inquiry questions:</p> <p>PREP</p> <p>What is my history and how do I know?</p> <p>YEAR 1</p> <p>How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past?</p> <p>YEAR 2</p> <p>How have changes in technology shaped our daily life?</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • investigate their own personal story, including their family background and relationships within their family • examine family structures and appreciate that diverse family groups today have commonalities as well as differences • consider how family structures and roles have changed over time • identify difference and similarities between their daily lives and the childhoods of their parents, grandparents and significant older people • examine changes in technology that have occurred over time, to develop an understanding of the impact that technology has had on people's lives.

Unit 1

Exploring features of places

In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: geography:

What are places like?

What are the different features of places?

How can we care for places?

How can spaces within a place be rearranged to suit different purposes?

What is a place?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, and scale.

In this unit, students:

describe and represent the location and direction of features of places on pictorial maps and models
use maps to identify the places where people live and belong, such as their home, neighbourhood or rural area, and record the features of each place

collect, record and interpret data about the features of places

understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed, for example a building

record geographical information to identify and describe the natural, constructed and managed features of places

identify how places can change and how they can be cared for

observe how spaces can be arranged for different activities or purposes

draw on representations of the world as geographical divisions, and the location of Australia

understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another

represent connections between places by constructing maps and using symbols

Unit 2

How people are connected to places and how places can be cared for

In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: Geography:

- **Prep**

What makes a place special?

How can we look after the places we live in?

- **Year One**

What are the different features of places?

How can we care for places?

- **Year Two**

How are people connected to their place and other places?

What factors affect my connection to places?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, and scale.

In this unit, students:

draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops

draw on studies local places within Australia and other places throughout the world

understand that what makes a 'place' special is dependent on how people view the place or use the place

describe special places and the reasons they are special to people

pose questions about the meaning places have for people and ways of caring for special places

respond to questions to find out about the features of places, the activities that occur in places and the care of places

understand that weather and climate affect the visible elements or features of a place nearby or far away

observe the daily and seasonal weather (rainfall, temperatures, sunshine, wind, snow) of a place nearby and far away

examine the ways in which other cultures, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places

examine geographical data and information, such as the stories of Aboriginal peoples and Torres Strait Islander peoples, to understand the unique connections Aboriginal peoples and Torres Strait Islander peoples have to Country/Place

use sources to identify ways that people care for special places

reflect on learning to suggest ways they could contribute to the care of a special place.

collect and record geographical data and information, for example, a survey or interview, to identify the ways people are connected to other places and factors influencing those connections

Teaching and learning – Year 2

English – Year 2							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Reading, writing and performing poetry</p> <p>Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience and explain why it is entertaining.</p>	<p>Stories of families and friends</p> <p>Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative retell about a character from a book.</p>	<p>Identifying stereotypes</p> <p>Students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students identify stereotypical characters in texts and create an alternative character description to present to an audience of peers.</p>	<p>Responding persuasively to narratives</p> <p>Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students compare how the visual representations of a character are depicted differently in two publications of the same story and write a persuasive response giving reasons for a particular preference.</p>	<p>Exploring Procedural Text</p> <p>Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p>	<p>Exploring informative texts</p> <p>Students read, view and listen to a range of stories to create an informative text about an event in a literary text.</p>	<p>Exploring plot and characterisation in stories</p> <p>Students explore a variety of stories, including Dreaming stories, picture books, traditional tales and digital texts, 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 present their written event to their peers.</p>	<p>Exploring narrative texts</p> <p>Students read, view and listen to a range of stories from other cultures. They create a written retell of an event in the life of a person or character from one of the stories studied, and then present a performance of the retell to an audience of peers.</p>

Mathematics – Year 2

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Using units of measurement — order days of the week and months of the year, use calendars to record & plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure & compare lengths using non-standard units Number and place value — count collections in groups of ten, represent two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives & tens counting sequence, investigate twos, fives & tens number sequences, representing addition & subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — represent 2-digit numbers, partition 2-digit numbers, round numbers to the nearest ten, add strings of single-digit numbers, add 2-digit numbers, solve simple addition and subtraction problems, represent multiplication and division, solve simple multiplication and division problems Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Shape — recognise & name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes & describe the features of familiar 3D objects. Number and place value — represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, & solve simple number pattern problems Fractions and decimals — represent halves & quarters of shapes, represent halves & quarters of collections, represent eighths of shapes & collections, describe the connection between halves, quarters & eighths, & solve simple number problems involving halves, quarters & eighths Using units of measurement — use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — recall addition & subtraction number facts, describe part-part-whole relationships, add & subtract single and two-digit numbers, solve addition & subtraction problems, represent multiplication, represent division, solve simple grouping & sharing problems Location and transformation — interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 & \$10 notes, count small collections of coins & notes Using units of measurement — compare and order area of shapes 7 surfaces, cover surfaces to represent area, measure area with informal units. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — Investigating numbers beyond 100, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction facts, add and subtract with two-digit numbers Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems Using units of measurement — compare and order objects, and measure length, area and capacity using informal units Location and transformation — describe the effect of single-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count to & from 1000, represent 3-digit numbers, compare & order 3-digit numbers, partition 3-digit numbers, read & write 3-digit numbers, recall addition number facts, identify related addition & subtraction number facts, add & subtract with 2-digit numbers, count large collections Money and financial mathematics — count collections of coins & notes, make money amounts, read & write money amounts, compare money amounts Using units of measurement — identify purposes for calendars, explore seasons & calendars Shape — identify & describe polygons, identify & describe 2D shapes with curved sides, draw 2D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Data representation and interpretation - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays Chance - explore the language of chance, make predictions based on data displays Number and place value - recall addition number facts, identify related addition and subtraction facts, add and subtract with 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division Patterns and algebra - describe number patterns, identify missing elements in number patterns identify and describe patterns created by skip counting, investigate features of number patterns resulting from adding twos, fives and 10s, solve problems using number sentences for addition and subtraction Using units of measurement - directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps Using units of measurement — tell time to the quarter hour, directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute Shape — draw two-dimensional shapes, describe three-dimensional objects Fractions and decimals — identify halves, quarter and eights of shapes and collections Number and place value — recall addition number facts, identify related addition and subtraction facts, add and subtract with 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division.

History – Year 2

Unit 1

Exploring the impact of changing technology on people's lives

Inquiry question/s:

- How have changes in technology shaped our daily life?

Students:

- investigate continuity and change in technology used in the home, for example, toys or household products
- compare and contrast features of objects from the past and present
- sequence key developments in the use of a particular object in daily life over time
- pose questions about objects from the past and present
- describe ways technology has impacted on peoples' lives making them different from those of previous generations.

Unit 2

Exploring my local community

Inquiry questions:

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?

Students:

- identify and explore a site of historical significance in the local community
- describe what the site reveals about the past and its importance today
- pose questions about the past
- use sources provided to answer these questions
- use the information gathered to develop a narrative about the past.

Unit 1	Unit 2
<p>What is the story of my place?</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • What is a place? <p>Students:</p> <ul style="list-style-type: none"> • draw on representations of the world as geographical divisions, and the location of Australia • understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another • develop questions about places • use a globe or a maps to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local scale (town, rural area or city), regional scale, national scale, or region of the world scale • use a globe, map or other geographical tool to locate and name the continents, oceans, Equator, and North and South poles • collect and record geographical data and information, such as observations, interviews, storybooks and photographs to identify examples of how places are defined by different groups and how they change over time • represent connections between places by constructing a map and using symbols • describe the location and direction of a place 	<p>How are people and places connected?</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How are people connected to their place and other places? • What factors affect my connection to places? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies local places within Australia and other places throughout the world • understand that a place is connected to other places, and people are connected to their place and places throughout the world • understand connection between places throughout the world are affected by distance and accessibility • pose questions about the connections between places using the stems of 'what do I feel', 'what would it be like to' or 'what effect' • collect and record geographical data and information, for example, a survey, to identify the ways and frequency of people's connections to other places in Australia, the countries of Asia, and across the world, and record • collect and record geographical data and information, such as, the stories of Aboriginal peoples and Torres Strait Islander peoples, to identify reasons for people's connection to other places and its maintenance, for example, through birth, residence and heritage. • compare the influence of purpose, distance and accessibility on connections between people and places over time • respond with ideas on how connections with a place often enable higher levels of care for a place

Health and Physical Education – Year 2

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>My classroom is healthy , safe and fun</p> <p>Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others' healthy and safe in their classroom.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand what health means • understand what makes the classroom a healthy and safe environment • understand the actions that can be taken to keep themselves and others healthy and safe in the classroom. 	<p>Our culture</p> <p>Students explore what shapes their own, their family and classroom's identity. They examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students explore the importance of celebrating who they are and respecting each other's similarities and differences.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise the influences that shape personal, family and classroom identities • examine how different characteristics make people, families and classrooms unique • recognise similarities and differences between individuals and within a group • identify the feelings people experience when included in groups and excluded from groups • understand how similarities, differences and changes are celebrated by different people • recognise ways to show respect towards others' similarities and differences. 	<p>Stay safe</p> <p>Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand their personal responsibility in staying safe • understand how to stay safe in the wider community • recognise the clues that can be used to recognise safe and unsafe situations • understand the emotions they feel in response to safe and unsafe situations • identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary • examine sun safe strategies to promote their own health, safety and wellbeing. <p>This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.</p>	<p>Message targets</p> <p>Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others health and wellbeing.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand advertising techniques and the purpose of advertising • interpret health messages and how they influence people's decisions and behaviours • understand how advertisements are used to promote healthy behaviours • recognise how to make decisions that promote their own health and wellbeing • use their knowledge of advertising and health messages to create a health promoting poster.

All units developed using the Australian Curriculum: Health and Physical Education Year 1 and 2 content descriptions and achievement standard.

Health and Physical Education – Year 2

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Swim and gym</p> <p>Swim: Tadpole tales</p> <p>Students develop aquatic skills and swimming strokes. They perform aquatic skills in a sequence that incorporates the elements of movement.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aquatic skills using different body parts to travel in different directions perform aquatic skills in a sequence incorporating understanding for under, over, through and between people and equipment develop the swimming strokes of freestyle and backstroke apply safety rules in an aquatic environment. 	<p>Athletic spectacle (Year 4 Unit 2)</p> <p>Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Students:</p> <ul style="list-style-type: none"> refine fundamental movement skills of running, throwing and jumping combine fundamental movement skills to form sequences apply the elements of movement to refine sequences apply sequences to perform athletic events. <p>✓ Adjusted GTMJ</p>	<p>Ropes and rhymes</p> <p>Students perform long rope skipping sequences to rhymes. They identify how their body responds to physical activity.</p> <p>Students:</p> <ul style="list-style-type: none"> develop skipping skills in a sequence perform skipping in response to rhymes develop knowledge and understanding about how their heart rate responds to different physical activities. 	<p>Gym: iMove iJump iLand</p> <p>Students develop and perform static balances, locomotion skills, rotations, springs and landings. They also perform these gymnastic skills as a continuous movement sequence that incorporates the elements of under, over and through the air.</p> <p>Students:</p> <ul style="list-style-type: none"> refine gymnastic skills develop static balances, locomotion skills, rotations springs and landings demonstrate transitioning between gymnastic skills perform the gymnastic skills sequence.
<p>All units developed using the Australian Curriculum: Health and Physical Education Year 1 and 2 content descriptions and achievement standard.</p>			

Technologies – Years Prep to 2

Design and Technologies

Unit 1	Unit 2	Unit 3
<p>Engineering principles and systems: Spin it!</p> <p>Students explore how technologies use forces to create movement in products. They design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> Investigating spinning toys from around the world, and analyse how they are made and how they work Generating and refining design ideas, communicated by simple drawings Producing a functional product that appeals to the client Evaluating their design and production processes Collaborating and managing by working with others and by sequencing the steps for the project. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> Science Year 2 Unit 2 – Toy factory 	<p>Food and fibre production and Food specialisations: Grow, grow, grow</p> <p>Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food from garden produce.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> Investigating how food and fibre are grown to meet human needs Generating and refining design ideas for a functional growing environment Producing a simple drawing that represents the design Evaluating their design and presentation processes Collaborating and managing by working with others and by following sequenced steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Science Prep Unit 1 – Our living world Science Year 2 Unit 3 – Good to grow 	<p>Materials and technologies specialisations: It's showtime!</p> <p>Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> Investigating materials, technologies for shaping and joining, and how designs meet people's needs Generating and refining design ideas Producing a puppet that meets the design brief Evaluating their design and production processes Collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Science Year 1 Unit 2 — Material madness Drama Year Prep to 2 Unit 2 — Poetry alive English Year 2 Unit 1 — Playing with verse

Technologies – Years Prep to 2

Digital Technologies

Unit 1

Computers: Handy helpers

Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They:

- explore and describe how digital and information systems are used for particular purposes in daily life
- collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning
- describe, follow and apply a sequence of steps and decisions (algorithms) to solve problems in non-digital and digital contexts
- develop foundational skills in computational and systems thinking when solving problems
- work with others to create and organise ideas and information in a safe online environment
- develop foundational skills in computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information.

The Arts – Prep to 2

Dance

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>Dancing characters*</p> <p>Students make and respond to dance by exploring characters in stories and rhymes as stimulus.</p> <p>*This unit complements the concepts taught in English Prep Unit 3 – Interacting with others.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise dance ideas by exploring characters or action in stories or rhymes to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences that explore ideas about characters present dance sequences that communicate ideas about characters to an audience respond to dances about stories and characters, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Shape dance*</p> <p>Students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus.</p> <p>*This unit complements the concepts taught in Mathematics Year 2 Unit 5.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences present dance sequences that communicate ideas about shapes and objects to an audience respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Dancing seasons*</p> <p>Students make and respond to dance by exploring connections with seasons in dance of their own and other cultures as stimulus.</p> <p>*This unit complements the concepts taught in History Year 1 Unit 1 – This moment in time.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas about seasons to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences present dance sequences that communicate ideas about seasons to an audience respond to dances about seasons, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Cultural dance*</p> <p>Students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.</p> <p>*This unit complements the concepts taught in Science Prep Unit 4 – I like to move it, move it.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities present dance sequences that communicate new dance ideas to an audience respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Action stories</p> <p>Students make and respond to dance by exploring action stories as stimulus.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas about action stories to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising action story dance sequences present dance sequences that communicate ideas about action stories to an audience respond to dances, considering where and why people dance, starting with dances from Australia including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

All units developed using the Australian Curriculum: Dance Years Foundation to 2 content descriptions and achievement standard.

The Arts – Prep to 2

Drama

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>My place*</p> <p>Students make and respond to drama by exploring the school/local community/imagined places as stimulus for process drama and dramatic play.</p> <p>*This unit complements the concepts taught in Geography Prep Unit 1 – What is my place like?</p> <p>Students:</p> <ul style="list-style-type: none"> • explore role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space including special words those used by Aboriginal Peoples and Torres Strait Islander Peoples • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about place/space to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Performing poetry*</p> <p>Students make and respond to drama by exploring performance poetry as stimulus.</p> <p>* This unit complements the concepts taught in English Year 2 Unit 1 – Reading, writing and performing poetry.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations and ideas expressed in poetry • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about poetry to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Shopping role plays*</p> <p>Students make and respond to drama by exploring money and features/values of Australian coins as stimulus.</p> <p>*This unit complements the concepts taught in Mathematics Year 1 Unit 4-6.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving money • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about shopping and money to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Drama stories from the past*</p> <p>Students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus.</p> <p>*This unit complements the concepts taught in History Prep Unit 2 – Tell me a story about the past.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore role and dramatic action in dramatic play, improvisation and process drama about stories of family and friends • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about stories of family and friends to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Stories come to life</p> <p>Students make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama • use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories • present drama that communicates ideas, including stories from their community, to an audience • respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal Peoples and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Dance Years Foundation to 2 content descriptions and achievement standard.

The Arts – Prep to 2

Media Arts

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>Family stories*</p> <p>Students create media artworks to present a story about their family.</p> <p>*This unit complements the concepts taught in History Prep Unit 2 – Exploring families by exploring spoken narratives shared verbally among family members.</p> <p>Students:</p> <ul style="list-style-type: none"> explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story present stories in digital form to communicate ideas describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. 	<p>Look again*</p> <p>Students explore manipulation and representation of self.</p> <p>*This unit complements the concepts taught in History Year 2 Unit 1 – Exploring the impact of changing technology in people’s lives by exploring how media technologies can be used to change reality in media arts forms.</p> <p>Students:</p> <ul style="list-style-type: none"> explore self-portrait representations which change reality and the ability of technology to manipulate and present new realities experiment with manipulation of still or moving images to present alternate character representations (costume and props; special effects or video effects) present manipulated images in digital or print form to share understanding of generational relationships describe and discuss what is real and not real in digitally manipulated images in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Family portraits*</p> <p>Students use digital manipulation to present alternate representations of family portraiture.</p> <p>*This unit complements the concepts taught in History Year 1 Unit 2 Exploring yesterday and today – my grandparents, my parents and me by exploring generational similarities and differences.</p> <p>Students:</p> <ul style="list-style-type: none"> explore contemporary family portrait representations the form of digital collage combining photographs of family members to communicate relationships experiment with abstraction and media technology (cropping; selecting; repeating; moving; resizing; colour variation, text) to manipulate existing images present manipulated images in digital or print form to share understanding of generational relationships describe and discuss the representation of family relationships in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. 	<p>Self*</p> <p>Students create alternative representations of self using media art forms.</p> <p>* This unit complements the concepts taught in Health and Physical Education Prep Unit 4 – I am safe by exploring ideas of self as a member of a community.</p> <p>Students:</p> <ul style="list-style-type: none"> explore representations of self through digital forms and presentations of self in media art forms experiment with images, sound and text present representations in digital or print form to communicate ideas describe and discuss the representation of self in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. 	<p>What can you hear?</p> <p>Students explore the existence and impact of sound as a representation of settings and characters in the community.</p> <p>Students:</p> <ul style="list-style-type: none"> explore soundscapes through capturing audio from their community and using media technologies to communicate ideas about where and why sounds can be heard experiment with audio recording and image capture to draw attention to sounds in the community present soundscapes which may present alternate interpretations (eg. matching game; sounds with different images) describe and discuss sound effects and audio in media art works of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Media Arts Years Foundation to 2 content descriptions and achievement standard.

The Arts – Prep to 2

Music

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>Let's sing and play together*</p> <p>Students explore rhymes and songs as stimulus for music making and responding.</p> <p>*This unit complements the concepts taught in English Prep Unit 3 – Interacting with others.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Save the world*</p> <p>Students explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed.</p> <p>*This unit complements the concepts taught in Science Year 2 Unit 4 – Save planet Earth.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in music related to sustainable environments and conservation using voice, movement and body percussion sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes that explore the concept of sustainability, including songs used by cultural groups in the community create compositions and perform music to communicate ideas that offer solutions on how to sustain Earth's resources to an audience respond to music and consider where and why people make music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Different places*</p> <p>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.</p> <p>*This unit complements the concepts taught in Geography Year 1 Unit 2 – What are places like?</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces on the theme of different places, using voice, movement and body percussion sing and play instruments to improvise and practise a repertoire of chants, songs and rhymes related to different places create compositions and perform music to communicate ideas that represent different places respond to music and consider where and why people make music, including music of Aboriginal Peoples and Torres Strait Islander People. 	<p>Music in our new world*</p> <p>Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.</p> <p>*This unit complements the concepts taught in English Prep Unit 1 – Enjoying our new world.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes drawn from texts sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Musical stories</p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in music that evokes stories sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community that tell a story create compositions and perform music to communicate story ideas to an audience respond to music that tells a story and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Music Years Foundation to 2 content descriptions and achievement standard.

The Arts – Prep to 2

Visual Arts

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>New stories*</p> <p>Students create new stories in artworks by collaging characters, objects and landscapes from different artworks.</p> <p>*This unit complements the concepts taught in English Prep Unit 2 – Enjoying and Retelling Stories by exploring where and why artists use visual language to tell stories in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the visual language of storytelling in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues display artworks and share ideas about narrative elements and visual language choices they made in their artworks describe and interpret narrative elements in artworks 	<p>Up, down and all around*</p> <p>Students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places.</p> <p>*This unit complements the concepts taught in Geography Year 2 Unit 2 – How are people and places connected by exploring where and why artists use visual language to communicate connection to place.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (printmaking, mixed media, collage, drawing) to create expressive observational artworks about places display artworks and share ideas about emotive visual language choices they made in their artworks describe and interpret artists' personal connection to place. 	<p>What are you thinking?*</p> <p>Students explore how changes in facial features, style and form communicate emotion in portraiture.</p> <p>*This unit complements the concepts taught in English Year 1 Unit 1 – Exploring emotion in picture books by exploring where and why artists use visual language to communicate emotion in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the visual language of portraiture in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (drawing, photography) and observation to create self-portraits to communicate emotion display artworks and share ideas about emotive visual language choices they made in their artworks describe and interpret emotion in self-portraiture. 	<p>Stormy clouds*</p> <p>Students explore how visual language can be used to communicate and relate to mood and experiences.</p> <p>*This unit complements the concepts taught in Science Prep Unit 3 – Weather Watch by exploring where and why artists use visual language to depict weather and atmosphere in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the depiction of weather in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning display artworks and share ideas about choices made for visual language, techniques and processes in their artworks describe and interpret mood and atmosphere created by weather in artworks. 	<p>Reinventing objects</p> <p>Students explore processes of invention and imagination through found object sculpture or collage to communicate meaning and represent new ideas about change and sustainability.</p> <p>Students:</p> <ul style="list-style-type: none"> explore imaginative artworks created from reinvented found and discarded objects by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks experiment with visual conventions (sculpture, collage, assemblage) to create artworks drawn from imaginative interpretations of real events and experiences display artworks and share ideas about visual language choices made in artworks to capture imaginative concepts describe and interpret artist's use of sustainable art materials to communicate ideas.

All units developed using the Australian Curriculum: Visual Arts Years Foundation to 2 content descriptions and achievement standard.

Teaching and learning – Year 3

English – Year 3							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Analysing and creating persuasive texts</p> <p>Students read, view and analyse persuasive texts. In a monitoring task students will write a series of short written persuasive texts.</p>	<p>Investigating characters</p> <p>Students listen to, view and read a short narrative, a digital book and a novel to explore authors' use of descriptive language in the construction of character. They complete a reading log with analysis of characters in the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on themes and characters in the novel studied.</p>	<p>Exploring personal experiences through events</p> <p>Students explore a literary text that deals with an ethical situation. They make inferences about characters' feelings and use comprehension strategies to answer questions about the text. They write a persuasive letter that links to the literary text.</p>	<p>Exploring procedure</p> <p>Students listen to, read, view and analyse informative and literary texts and create a spoken procedure between two characters.</p>	<p>Examining stories from different perspectives</p> <p>Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives</p>	<p>Examining imaginative texts</p> <p>Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience. They create a multimodal imaginative text</p>	<p>Engaging with poetry</p> <p>Students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. They write and present a poem.</p>	<p>Reading, responding to and writing people's stories</p> <p>Students listen to, read, view, write and create a range of informative and imaginative texts set in the past about people and their experiences. They complete a running record about a famous Australian and write a series of letters demonstrating use of text structure and language features of letters.</p>

Mathematics – Year 3

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Using units of measurement — interpret and using a calendar, tell time to 5 minute intervals, measure length with non-standard units, identify one metre as a standard metric unit, represent a metre, measure with metres Number and place value — count to 1 000, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), match number representations, recall addition facts, add 2-digit numbers, represent and solve addition problems. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — add two-digit & single digit numbers, add and subtract two-digit & three-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts, recall addition number facts & related subtraction facts Data representation and interpretation — collect simple data, record data in lists & tables, display data in a column graph, interpret & describe outcomes of data investigations Chance — identify everyday events that involve chance, conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments Using units of measurement — select units to measure & compare lengths, identify the need for standard units, represent one metre, measure in metres. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Shape — identify & describe the features of familiar 3D objects, make models of 3D objects Number and place value — represent, compare, order & partition 3-digit numbers, use place value to add & subtract numbers, recall addition number facts, add & subtract 3-digit numbers, add & subtract numbers eight & nine, solve addition & subtraction word problems Patterns and algebra — infer pattern rules from familiar number patterns, identify & continue additive number patterns, identify missing elements in number patterns Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters & eighths of shapes & collections, represent thirds of shapes & collections. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — represent, order * partition 3-digit numbers, investigate 1000, count to & beyond 1000, recall multiplication facts, double & halve multiples of ten Location and transformation — represent positions on a simple grid map, show full, half & quarter turns on a grid map, describe positions in relation to key features, represent movement & pathways on a simple grid map Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations Money and financial mathematics — count collections of coins & notes, make & match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count in sequences beyond 1000, represent and partition 4-digit numbers, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication situations, recall multiplication number facts, identify related division number facts Money and financial mathematics — represent money amounts in different ways, count collections of coins and notes, choose appropriate coins and notes for shopping situations, calculate change and simple totals Fractions and decimals — represent unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths Location and transformation — identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Using units of measurement — measure using metres, compare, order and measure the mass of objects, measure the mass of familiar objects using kilograms, say, read, write and show times (to 5 minute intervals), tell time to the minute Patterns and algebra — identify and describe number patterns involving 3-digit numbers, identify and continue patterns resulting from addition and subtraction Number and place value — recall addition and subtraction number facts, add and subtract with multiples of 10 and 100, add and subtract two-digit and three-digit numbers, add two-digit numbers using a written strategy. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems Fractions and decimals — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions Location and transformation — represent symmetry, interpret simple maps and plans Data representation and interpretation — identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays Chance — explore the language of chance, make predictions based on data displays 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations Shape — make models of three-dimensional objects, sort and describe three-dimensional objects with curved surfaces Money and financial mathematics — represent money values in multiple ways, count the change required for simple transactions to the nearest five cents Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity, tell time to the minute, investigate the relationship between units of time Number and place value — recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts

History – Year 3

Unit 1	Unit 2
<p>Investigating celebrations, commemorations and community diversity</p> <p>Inquiry question/s:</p> <ul style="list-style-type: none">• How and why do people choose to remember significant events of the past?• What is the nature of the contribution made by different groups and individuals in the community? <p>Students:</p> <ul style="list-style-type: none">• develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world• examine the historical origins of celebrations and commemorations• examine the contributions made by different cultural groups to the development and character of the local community• understand the value of learning about the cultures, languages and beliefs of others.	<p>Exploring continuity and change in local communities</p> <p>Inquiry questions:</p> <ul style="list-style-type: none">• Who lived here first and how do we know?• How has our community changed? What features have been lost and what features have been retained? <p>Students:</p> <ul style="list-style-type: none">• locate information in sources to discover who were the first people to live in Australia• locate information in sources to investigate the importance of Country and Place to particular Aboriginal and Torres Strait Islander language groups• research aspects of life in Queensland (specifically transport, natural and built environment and work) to identify continuity and change over time.

Unit 1	Unit 2
<p>Exploring similarities and differences in places near and far</p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> • What would it be like to live in a neighbouring country? • How and why are places similar and different? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at the local scale, including representations of Australia and the location of Australia’s neighbouring countries • understand the different climate types and their influence on the characteristics of places • review unit inquiry questions • recognise that a ‘place’ is a form of bounded space with each place having a location on the surface of the Earth • recognise places important to Aboriginal peoples and Torres Strait peoples and how they are represented • collect and record data and information to identify similarities and differences between the climates of different places • identify the environmental and human characteristics of schools in Australia and Australia’s neighbouring countries using sources such as photographs, stories and maps • interpret representations of places, for example, a globe, wall or atlas map, or digital application, and recognise their purpose, information provided, and use of cartographic conventions • represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point • identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries 	<p>Protecting places near and far</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How do people’s feelings about places influence their views about the protection of places? • How and why are places similar and different? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at the local scale in Australia and its neighbouring countries • recognise the connections between people and places • understand that as a visible characteristic of a place, climate is an important contributor to the identity of a place, and influences how and where people live • pose questions for investigating a place of significance in Australia and in one of Australia neighbouring countries • collect and record data and information by interviewing people about how their feelings and perceptions of places influences their views about the protection of places • collect and record data and information to identify the influence of climate, settlement and demographic characteristics on the way people live in the selected places of significance • interpret data and information to identify similarities and differences for selected places of significance • form conclusions identify how climate, settlement and demography influence how people have live in the selected places of significance • present findings, using geographical terms, identifying connections between people and places • reflect on how to care for and respect places at the local scale. • suggest action to protect and improve selected places of significance

Civics and citizenship – Years 3 and 4	
Unit 1	Unit 2
<p>Participating in my community</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are decisions made democratically? • Why do we make rules? • How can I participate in my community? <p>Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute to their community.</p> <p>Students are introduced to democracy in the context of the familiar and personal. They explore democracy through learning about decision making within communities. They also consider the purpose of creating rules for groups and how individuals participate in their community.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>	<p>Belonging and contributing to the local community</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can local government contribute to community life? • What is the difference between rules and laws and why are they important? • How has my identity been shaped by the groups to which I belong? <p>Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute to their local community.</p> <p>Students are introduced to local government and the services it provides to their community. They examine how rules and laws affect them and the importance of laws in society. They also explore cultural diversity, and how belonging to different groups can shape personal identity.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>
Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 3 content descriptions and achievement standard.	Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 4 content descriptions and achievement standard.

Health and Physical Education – Year 3

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>Good friends</p> <p>Students explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities we look for in a friend as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore a range of emotions and factors that influence and strengthen self-identity • understand the basis of friendships • examine the benefits of positive social interaction. • understand what constitutes a respectful relationship • explore roles and responsibilities within respectful friendships • examine how to communicate effectively with friends • Reflect on emotional responses associated with conflict • investigate a range of strategies to resolve conflict and increase resilience • recognise that friendships continue to evolve and change over time • investigate strategies for managing changes in friendships. 	<p>Feeling Safe</p> <p>Students explore risk taking behaviours, their rights and responsibilities and decision making strategies. They explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe.</p> <p>Students:</p> <ul style="list-style-type: none"> • determine the difference between feeling safe and unsafe • establish personal safety guidelines in relation to private parts of the body • develop the concept of children’s rights • examine how rules and laws contribute to safety • develop an awareness of the environment by recognising safety clues • understand how emotional responses vary in depth and strength in different situations • investigate strategies to reduce bullying and promote positive interaction • investigate the effects of risk taking behaviour • understand the concept of culture • examine their school culture and determine how they contribute towards a positive school culture. <p>This unit contains information from the Daniel Morecombe Child Safety Curriculum.</p>	<p>Healthy futures</p> <p>Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore sustainability practices that demonstrate respect for the environment • make connections between sustainability and personal health • investigate sustainable practices in the classroom • explore the similarities between community, classroom and school sustainable practices • discuss how being outdoors supports the different dimensions of health • participate in a range of outdoor activities with other students. 	<p>I am healthy and active</p> <p>Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for 5 to 12 year olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.</p> <p>Students:</p> <ul style="list-style-type: none"> • examine different types of physical activity and the benefits to health and wellbeing • explore strategies to stay healthy and active • examine the concept of sedentary behaviour and how to reduce inactivity • investigate strategies to increase physical activity levels and improve health and wellbeing • examine how personal identities can be strengthened in challenging situations • participate in games and physical activities to experience health and wellbeing benefits.

All units developed using the Australian Curriculum: Health and Physical Education Year 3 and 4 content descriptions and achievement standard.

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Play2Rhythm (Year 5 Unit 1) Students develop specialised football skills. Students:</p> <ul style="list-style-type: none"> develop specialised football skills. <p>✓ Adjusted GTMJ</p>	<p>Athletic spectacle (Year 4 Unit 2) Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. Students:</p> <ul style="list-style-type: none"> refine fundamental movement skills of running, throwing and jumping combine fundamental movement skills to form sequences apply the elements of movement to refine sequences apply sequences to perform athletic events. <p>✓ Adjusted GTMJ</p>	<p>Having a ball Students perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly. Students:</p> <ul style="list-style-type: none"> practice and refine fundamental throwing and catching skills with large balls combine fundamental movement and object control skills in minor games apply basic rules and scoring systems, and demonstrate fair play when participating in activities adopt inclusive practices develop and apply strategies in minor games solve movement challenges. 	<p>Splish Splash (Year 4 Unit 1) Students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming. Students:</p> <ul style="list-style-type: none"> develop arm, leg and breathing movements to perform recognised swimming strokes understand how timing and effort affect movements and overall stroke performance refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge understand the benefits of being fit and physically active and how they relate to swimming. <p>✓ Adjusted GTMJ</p>

All units developed using the Australian Curriculum: Health and Physical Education Year 3 and 4 content descriptions and achievement standard.

Technologies – Years 3 and 4

Design and Technologies

Unit 1	Unit 2	Unit 3
<p>Materials and technologies specialisations: Repurpose it</p> <p>Students investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They repurpose an item of clothing to create another useful item.</p> <p>They explore the role of people in design and technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ communicating with client and critiquing needs or opportunities for designs ○ testing materials including fabrics and exploring techniques for shaping and joining them ○ identifying examples of recycling, up-cycling and re-using • generating design ideas for a useful item and communicating them with annotated design drawings • producing a useful item by selecting relevant tools and resources and using them safely • evaluating design ideas, processes and solutions • collaborating as well as working individually throughout the process • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • Science Year 4 Unit 3 – Properties matter • Geography Year 4 Unit 2 – Using places more sustainably 	<p>Food and fibre production and Food specialisations: What's for lunch?</p> <p>Students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.</p> <p>They explore how people in different times developed food and fibre technologies to meet human needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ exploring traditional food and fibre production and food technologies ○ identifying contemporary technologies for growing food and fibre and preserving and preparing foods • generating, developing and communicating design ideas for a food product • producing by working safely with equipment and ingredients to create a food product • evaluating design ideas and processes for the product • collaborating as well as working individually throughout the design and production • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • History Year 3 Unit 2 – Exploring continuity and change in local communities 	<p>Engineering principles and systems: Pinball paradise</p> <p>Students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use.</p> <p>They explore the role of people in engineering technology occupations and how they address factors that meet client needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ exploring games with moving parts ○ testing materials, tools and techniques ○ exploring techniques for shaping and joining materials and creating mechanisms • generating, developing and communicating design ideas for: <ul style="list-style-type: none"> ○ a pinball machine ○ a games room environment • producing by working safely with components and materials to create a functioning product • evaluating design ideas and processes for the product and environment • collaborating as well as working individually throughout the design and production • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • Science Year 4 Unit 4 – Fast forces

Digital Technologies

Unit 1

What digital systems do you use?

Students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They:

- explore and describe how digital systems are used and meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data
- define problems and identify needs
- develop technical skills in using a visual programming language to create a digital solution
- describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language
- implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game
- explain how their solutions and information systems, such as learning software, meet personal, school and community needs
- develop skills in computational and systems thinking when solving problems and creating solutions.

Suggested partner units:

- Any unit in Years 3-4
For example:
Science Year 3 Unit 1 – Is it living?

Unit 2

What's your waste footprint?

Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They:

- examine different types of data and represent the same data in different ways
- collect, access and present data as information using simple software (such as spreadsheets)
- explore and describe how a range of common information systems present data as information to meet personal, school and community needs
- develop skills in computational and systems thinking when solving problems and creating solutions
- work with others to communicate ideas and information using online tools, applying agreed social and ethical protocols
- explain how information systems meet personal, school and community needs.

Suggested partner unit:

- Geography Year 4 Unit 2 – Using places more sustainably

The Arts – Years 3 and 4

Dance

Unit 1	Unit 2	Unit 3
<p>Celebrating dance*</p> <p>Students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p> <p>*This unit complements the concepts taught in History Year 3 Unit 1 – Investigating celebrations, commemorations and community diversity.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences suitable for Australia’s National day using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate ideas about celebrations and commemorations identify how the elements of dance and production elements express ideas in dance for celebrations and commemorations including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Dance messages*</p> <p>Students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.</p> <p>*This unit complements the concepts taught in English Year 4 Unit 3 – Examining traditional stories from Asia.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate a message or a moral identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Wildlife warriors</p> <p>Students make and respond to dance by exploring ways of expressing ideas and stories about the environment through dance.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas about the environment for dance sequences using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate ideas about the environment identify how the elements of dance and production elements express ideas including those on the environment in dance including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

All units developed using the Australian Curriculum: Dance Years 3 and 4 content descriptions and achievement standard.

The Arts – Years 3 and 4

Drama

Unit 1	Unit 2	Unit 3
<p>Dramatic traditions*</p> <p>Students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia’s neighbouring countries as stimulus.</p> <p>*This unit complements the concepts taught in Geography Year 3 Unit 1 – Exploring similarities and differences in places near and far.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures of stories from Australia and neighbouring countries through roles and situations and use empathy in their own improvisations and devised drama • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • shape and perform dramatic action using narrative structures and tension in devised and scripted drama • identify intended purposes and meaning of drama using the elements of drama to make comparisons. 	<p>Country/Place*</p> <p>Students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus.</p> <p>*This unit complements the concepts taught in History Year 4 Unit 2 – Investigating the impact of colonisation.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures in Dreaming stories and Before Before time stories through roles and situations and use empathy in their own improvisations and devised drama • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • shape and perform dramatic action using narrative structures and tension in devised and scripted drama • identify intended purposes and meaning of drama using the elements of drama to make comparisons. 	<p>Exploring issues through drama</p> <p>Students make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama • shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama • identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, using the elements of drama to make comparisons.

All units developed using the Australian Curriculum: Drama Years 3 and 4 content descriptions and achievement standard.

The Arts – Years 3 and 4

Media Arts

Unit 1	Unit 2	Unit 3
<p>Persuade to protect*</p> <p>Students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre.</p> <p>*This unit complements the concepts taught in Geography Year 3 Unit 2 – Protecting places near and far by exploring the delivery of information to explain significance of local places and the need for protection.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place • experiment with media technology and collaborative production processes (script, storyboard, film and edit, perhaps green screen if available) to create a television style media production • present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting approaches • describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Poetry in motion*</p> <p>Students create a character animation to deliver an audio recording of a short, humorous poem.</p> <p>*This unit complements the concepts taught in English Year 4 Unit 2 – Examining humour in poetry by exploring animation and character expression to deliver poetry in media art forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore representations of people from their community (including self) to develop animated characters considering animation forms, mouth shapes, facial expression, character development, composition, text and sound in media delivery to engage audience • experiment with media technology, collaborative production processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation • present productions in digital form to share and discuss similarities and differences in content, structure and animation approaches • describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>On the cover</p> <p>Students explore magazine cover design through representation and characterisation of people in their community, including themselves and compare the digitisation of magazines on the internet.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore genre conventions in paper magazine cover design and devise representations of classmates to depict specific characterisations, settings and ideas • experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to target audience • present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches • describe and discuss intended purposes and audience of print and online media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Media Arts Years 3 and 4 content descriptions and achievement standard.

The Arts – Years 3 and 4

Music

Unit 1	Unit 2	Unit 3
<p>Let's celebrate, let's remember*</p> <p>Students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.</p> <p>*This unit complements the concepts taught in History Year 3 Unit 1 – Investigating celebrations, commemorations and community diversity.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Songs of Australia*</p> <p>Students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.</p> <p>*This unit complements the concepts taught in History Year 4 Unit 1 – Investigating European exploration and the movement of peoples.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns used in music related to the theme of European exploration and the movement of peoples practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces create music about European exploration and the movement of people, perform to an audience via pageant, concert or flash mob and record compositions by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Musical characters and action</p> <p>Students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in music portraying characters and action practise singing, playing instruments and improvising music portraying characters and action using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.
<p>All units developed using the Australian Curriculum: Music Years 3 and 4 content descriptions and achievement standard.</p>		

The Arts – Years 3 and 4

Visual Arts

Unit 1	Unit 2	Unit 3
<p>Meaning in found objects*</p> <p>Students explore the communication of cultural meaning through found objects and surface manipulation.</p> <p>*This unit complements the concepts taught in Science Year 3 Unit 4 – What’s the matter by exploring the process and capabilities of matter changing from liquid to solid in art processes, using plaster casting to make three-dimensional sculptural forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and identify purpose and meaning in sculptural artworks by Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks • experiment with visual conventions (plaster cast relief sculpture, mixed media, mould making, found objects, surface manipulation) in research and development of individual artworks following shared conditions • collaborate and plan the presentation of individual sculptures as a mural project • compare the unique qualities of three-dimensional artworks with two-dimensional artworks and use art terminology to communicate meaning. 	<p>Tiny worlds*</p> <p>Students explore the communication of diversity in environments through the manipulation of visual language.</p> <p>*This unit complements the concepts taught in Geography Year 4 Unit 1 – Exploring environments and places by exploring how places are characterised by their environments and the interconnection between people and environment, using expressive visual language in printmaking techniques.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places • experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth) • collaborate, plan and create a collection/ exhibition of artworks to depict diversity in Australian environments and diversity in individual approach • compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. 	<p>Patterns in the playground</p> <p>Students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore artworks from Aboriginal and Torres Strait Islander peoples and Asian artists which represent country through symbolic pattern and use this as inspiration to develop their own artworks • experiment with visual conventions (digital capture, frottage, painting, collage) in research and development of a collaborative resolved artwork • represent ideas through the display of artwork and reflect on meaning through participation in art conversations and written reflections • compare artworks and use art terminology to communicate meaning.

All units developed using the Australian Curriculum: Visual Arts Years 3 and 4 content descriptions and achievement standard.

Teaching & Learning – Year 3/4

English – Year 3-4							
Unit 2	Unit 1	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Creating persuasive articles</p> <p>In this unit, students read, view and analyse digital, written and spoken persuasive texts. They use their growing knowledge of literature and language to write a persuasive magazine article.</p> <p>This unit has been informed by aspects of Year 3 Unit 1 Analysing and creating a persuasive text.</p>	<p>Investigating author’s language in a familiar narrative</p> <p>In this unit, students listen to, view and read simple chapter books to explore the use of descriptive language in the construction of character. They also examine and analyse the language features and techniques used by the author. Through a written response or creation of a new chapter, trick or plan, students develop alternative behaviours and actions for a character.</p> <p>This unit has been informed by aspects of Year 4 Unit 1 Investigating author’s language in a familiar narrative.</p>	<p>Investigating Characters</p> <p>In this unit students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel and present a multimodal presentation to the class.</p> <p>This unit is based on Year 3 Unit 2 ‘Investigating characters’. Year 4 concepts are embedded in the learning sequence.</p>	<p>Exploring Australian texts set in the past</p> <p>In this unit, students listen to, read and view informative and literary recounts, set during the time of the arrival of the First Fleet to Australia. They write a literary recount set in the past from the perspective of a person present at that time and place.</p> <p>This unit is based on Year 4 Unit 5 ‘Exploring recounts set in the past’.</p>	<p>Examining traditional stories</p> <p>In this unit students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.</p> <p>This unit is based on Year 4 Unit 3 ‘Examining traditional stories from Asia’.</p>	<p>Examining humour in poetry</p> <p>In this unit students identify and analyse the literary devices of humour used in poetry by different authors. They create a humorous poem and present it to a familiar audience in an informal context.</p> <p>This unit is based on Year 4 Unit 2 Examining humour in poetry.</p>	<p>Exploring personal experiences through events</p> <p>In this unit, students read and listen to imaginative, informative and persuasive texts to identify the way authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning about a literary text. Students deliver a persuasive speech to their class on an issue or topic of personal interest.</p> <p>This unit is based on Year 3 Unit 3 ‘Exploring personal experiences through events’.</p>	<p>Exploring a quest novel</p> <p>In this unit, students read and analyse a quest novel. In the assessment task, students post comments and respond to others’ comments on an online discussion board, to demonstrate understanding of the quest novel.</p> <p>This unit is based on Year 4 Unit 6: Exploring personal experiences through events</p>

Mathematics – Year 3-4			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Year 3 <p>Number and place value (NPV) — count to 1 000, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), match number representations, recall addition facts, add 2-digit numbers, represent and solve addition problems, represent multiplication and division, solve simple problems involving multiplication and division, recall multiplication number facts, double 2-digit numbers, recall addition number facts and related subtraction facts, add 2-digit and single-digit numbers, add and subtract 2-digit and 3-digit numbers</p> <p>Using units of measurement (UUM) — interpret and use a calendar, tell time to 5-minute intervals, measure length with non-standard units, represent a metre, measure with metres, select units to measure and compare lengths, identify the need for standard units, represent one metre, measure in metres</p> <p>Chance (C) — identify everyday events that involve chance, conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments.</p> <p>Data representation and interpretation (DRI) — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations</p> <p>Year 4</p> <p>Number and place value (NPV) — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations</p>	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Year 3 <p>Shape (S) — identify and describe the features of familiar three-dimensional objects, make models of 3D objects</p> <p>Number and place value (NPV) — represent 3-digit numbers, compare and order 3-digit numbers, partition 3-digit numbers into place value parts, use place value to add and subtract numbers, consolidate familiar counting sequences, investigate odd and even numbers, recall multiplication number facts, represent multiplication and division, double and halve multiples of ten, solve simple problems involving multiplication and division, represent, compare and order 3-digit numbers, partition 3-digit numbers, investigate 1000, count to and beyond 1000, add and subtract 2-digit and 3-digit numbers, solve addition and subtraction word problems</p> <p>Patterns and algebra (PA) — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns</p> <p>Fractions and decimals (FD) — describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections, describe the connection between halves, fourths (quarters) and eighths, solve simple number problems involving fractions</p> <p>Location and transformation (LT) - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map</p> <p>Geometric reasoning (GR) - identify angles in real situations, construct angles with materials, compare the size of familiar angles in everyday situations</p> <p>Money and financial mathematics (MFM) - count</p>	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Year 3 <p>Number and place value (NPV) — count in sequences beyond 1000, represent and partition 4-digit numbers, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication situations, recall multiplication number facts, identify related division number facts, recall addition and subtraction number facts, add and subtract with multiples of 10 and 100, add and subtract two-digit and three-digit numbers, add two-digit numbers using a written strategy</p> <p>Money and financial mathematics (MFM) — represent money amounts in different ways, count collections of coins and notes, choose appropriate coins and notes for shopping situations, calculate change and simple totals</p> <p>Fractions and decimals (FD) — represent unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths</p> <p>Location and transformation (LT) — identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical</p> <p>Using units of measurement (UUM) — measure using metres, compare, order and measure the mass of objects, measure the mass of familiar objects using kilograms, say, read, write and show times (to 5 minute intervals), tell time to the minute</p> <p>Patterns and algebra (PA) — identify and describe number patterns involving 3-digit numbers, identify and continue patterns resulting from addition and subtraction.</p> <p>Year 4</p> <p>Money and financial mathematics (MFM) -</p>	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Year 3 <p>Number and place value (NPV) — recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use ‘part-part-whole’ thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems</p> <p>Fractions and decimals (FD) — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions</p> <p>Location and transformation (LT) — represent symmetry, interpret simple maps and plans</p> <p>Data representation and interpretation — identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays</p> <p>Chance (C) — explore the language of chance, make predictions based on data displays</p> <p>Geometric reasoning (GR) — identify angles as measures of turn, compare angle sizes in everyday situations</p> <p>Shape (S) — make models of three-dimensional objects, sort and describe three-dimensional objects with curved surfaces</p> <p>Money and financial mathematics (MFM) — represent money values in multiple ways, count the change required for simple transactions to the nearest five cents</p> <p>Using units of measurement (UUM) — measure, order and compare objects using familiar metric units of length, mass and capacity, tell</p>

Mathematics – Year 3-4			
Unit 1	Unit 2	Unit 3	Unit 4
<p>involving operations, compare large numbers, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks</p> <p>Fractions and decimals (FD) — communicate sequences of simple fractions</p> <p>Patterns and algebra (PA) — use properties of numbers to continue patterns</p> <p>Using units of measurement (UUM) — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths</p> <p>Chance (C) — compare dependent and independent events, describe probabilities of everyday events</p> <p>Data representation and interpretation (DRI) — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.</p>	<p>collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.</p> <p>Year 4</p> <p>Number and place value (NPV) - read 5-digit numbers, identify and describe place value in 5-digit numbers, partition numbers using place value partitions, make connections between representations of 5-digit numbers, compare and order 5-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers and make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, identify sequences created from multiplying by 10, 100 and 1 000, continue number sequences, revise informal recording methods and strategies used for calculations, and make generalisations about the sequences, and apply mental and written strategies to computation, solve addition and subtraction problems, consolidate multiplication problems, use appropriate strategies to solve problems</p> <p>Fractions and decimals (FD)- revise and investigate the fractions that can be created through repetitive halving and thirding, counting and representing fractions on number lines, represent fractions using a range of models, investigate equivalent fractions, solve fraction problems from familiar contexts</p> <p>Shape (S) - revise properties of 2D shapes including polygons and quadrilaterals, identify combined shapes, explore the properties of shapes used in tangrams, and creating polygons and other combined shapes using tangrams.</p> <p>Location and transformation (LT) – investigate the features on maps and plans; identify the need for legends; investigate the language of location, direction and movement; find locations using turns and everyday directional language; identify cardinal points of a</p>	<p>represent, calculate and round amounts of money required for purchases and change</p> <p>Number and place value (NPV) - model and interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations</p> <p>Fractions and decimals (FD) - partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals</p> <p>Location and transformation (LT) - investigate different types of symmetry, analyse and create symmetrical designs</p> <p>Using units of measurement (UUM) - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement</p> <p>Shape (S) - compare the areas of regular and irregular shapes using informal units of area measurement</p> <p>Patterns and algebra (PA) - use equivalent addition and subtraction number sentences to find unknown quantities.</p>	<p>time to the minute, investigate the relationship between units of time</p> <p>Year 4</p> <p>Fractions and decimals (FD) - count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths), investigate equivalent fractions, make connections between fractions and decimal notation</p> <p>Chance (C) - describe the likelihood of everyday chance events, order events on a continuum</p> <p>Data representation and interpretation (DRI) - write questions to collect data, collect and record data, display and interpret data</p> <p>Patterns and algebra (PA) — Patterns and algebra - investigate and describe number patterns, solve word problems and use equivalent multiplication and division number sentences to find unknown quantities.</p> <p>Number and place value (NPV) - calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers</p> <p>Money and financial mathematics (MFM) — calculate change to the nearest five cents, solve problems involving purchases</p> <p>Shape (S) — measure area of shapes, compare the areas of regular and irregular shapes by informal means</p> <p>Using units of measurement (UUM) — measure and compare volume, use am and pm notation, solve simple time problems</p>

Mathematics – Year 3-4			
Unit 1	Unit 2	Unit 3	Unit 4
	<p>compass; investigate compass directions on maps; investigate the purpose of scale; apply scale to maps and plans; explore mapping conventions; plan and plot routes on maps; explore appropriate units of measurement and calculate distances using scales.</p> <p>Geometric reasoning (GR) – identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle.</p> <p>Money and financial mathematics (MFM) – read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies. Throughout this unit, students will require ready access to ICTs at a whole-class, small group and individual level.</p>		

History – Year 3-4

Unit 1

Celebrating and commemorating our history

Historical Understandings

- Cause and effect
- Continuity and change
- Sources
- Significance
- Perspectives
- Empathy

Inquiry questions:

YEAR 3

How and why do people choose to remember significant events of the past?

What is the nature of the contribution made by different groups and individuals in the community?

YEAR 4

Why did the great journeys of exploration occur?

Why did the Europeans settle in Australia?

In this unit, students will:

- develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world
- examine the historical origins of celebrations and commemorations and explore a range of perspectives on the historical events that we remember when we celebrate or commemorate
- explore the contribution made by different cultural groups to the development and character of the local community
- recognise connections between world history events and the history of Australia
- investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe
- use provided sources to examine the journeys that led to Australia's colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony
- sequence key events related to the colonisation of Australia
- describe the experiences of a convict who travelled on the First Fleet and identify how life changed.

Unit 2

Exploring change and development

Historical Understandings

- Cause and effect
- Continuity and change
- Sources
- Perspectives
- Significance

Inquiry questions:

YEAR 3

Who lived here first and how do we know?

How has our community changed? What features have been lost and what features have been retained?

YEAR 4

What was life like for Aboriginal peoples and/or Torres Strait Islander peoples before the arrival of the Europeans?

What was the nature and consequence of contact between Aboriginal Peoples and Torres Strait Islander Peoples and early traders, explorers and settlers?

In this unit, students will:

- locate information in sources to discover who were the first people to live in Australia
- locate information in sources to investigate the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples
- research aspects of life in Queensland to identify continuity and change over time
- explore the diversity and longevity of Australia's first peoples
- recognise the ways Aboriginal peoples and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies)
- investigate the implications of this connection to Country and Place for the daily lives of Aboriginal peoples and/or Torres Strait Islander peoples
- investigate the effects of interactions and contact between Aboriginal peoples and/or Torres Strait Islander peoples and others, including Macassan traders and Europeans.

Unit 1	Unit 2
<p>Exploring similarities and differences in environments and places</p> <p>In this unit, students will draw on studies at the local scale, including representations of Australia and the location of Australia’s neighbouring countries, understand the different climate types and their influence on the characteristics of places and review unit inquiry questions. They will recognise that a ‘place’ is a location on the surface of the Earth and that places are important to Aboriginal peoples and Torres Strait peoples. Students will record data and information to identify similarities and differences between the climates of different places.</p> <p>Further to this, students will identify the natural and human characteristics of places in Australia and Australia’s neighbouring countries using sources such as photographs maps and the internet, interpret representations of places, for example, through a globe, wall or atlas map, or digital application, and recognise their purpose. They will use the information provided to represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point. They will identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries.</p> <p>Students will build on their mental map of the world and their understanding of place with a focus on Africa and South America. Students investigate the types of natural vegetation and native animals on both these continents. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The interconnections between people and environment are examined by exploring the importance of environments to animals and people and how places are characterised by their environments. Students will identify and compare the characteristics of places, including the types of natural vegetation and native animals. Students will interpret geographical information and data to identify different views on how the environments should be protected, and form conclusions.</p> <p>The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change and scale</p>	<p>Protecting and using places more sustainably</p> <p>In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: Geography.</p> <ul style="list-style-type: none"> • Year 3 <p>How do people’s feelings about places influence their views about the protection of places? How and why are places similar and different?</p> <ul style="list-style-type: none"> • Year 4 <p>How do different views about the environment influence approaches to sustainability? How can people use places and environments more sustainably?</p> <p>The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change, sustainability and scale.</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on studies at the local scale in Australia and its neighbouring countries recognise the interconnections between people and places analyse how people use and are influenced by environments collect and record data and information to identify the influence of climate, settlement and demographic characteristics on the way people live in selected places of significance understand that as a visible characteristic of a place, climate is an important contributor to the identity of a place and influences how and where people live pose simple geographical questions for investigating places of significance and collect information from different sources to answer these questions including interviews and surveys recognise that people have different perceptions of places and how these influence views on the protection of place interpret data and information to identify similarities and differences and draw conclusions recognise that sustainability is perceived in different ways by different groups, and involves careful use of resources and management of waste collect and record geographical information from sources to explore how the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples are shared and enacted in their custodial responsibility of places and environments collect and record information from sources to identify the perceptions of groups, including Aboriginal peoples and Torres Strait Islander peoples, on how the environment provides for people present findings, using geographical terms, reflect on learning to propose individual action on the ways people seek to improve or use resources more sustainably and identify the expected effects of their proposed action reflect on their learning to propose individual action about protecting and improving a selected place of significance suggest action to protect and improve selected places of significance.

Technologies – Years 3 and 4

• Design and Technologies

Unit 1	Unit 2	Unit 3
<p>Materials and technologies specialisations: Repurpose it</p> <p>Students investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They repurpose an item of clothing to create another useful item.</p> <p>They explore the role of people in design and technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ communicating with client and critiquing needs or opportunities for designs ○ testing materials including fabrics and exploring techniques for shaping and joining them ○ identifying examples of recycling, up-cycling and re-using • generating design ideas for a useful item and communicating them with annotated design drawings • producing a useful item by selecting relevant tools and resources and using them safely • evaluating design ideas, processes and solutions • collaborating as well as working individually throughout the process • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • Science Year 4 Unit 3 – Properties matter • Geography Year 4 Unit 2 – Using places more sustainably 	<p>Food and fibre production and Food specialisations: What's for lunch?</p> <p>Students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.</p> <p>They explore how people in different times developed food and fibre technologies to meet human needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ exploring traditional food and fibre production and food technologies ○ identifying contemporary technologies for growing food and fibre and preserving and preparing foods • generating, developing and communicating design ideas for a food product • producing by working safely with equipment and ingredients to create a food product • evaluating design ideas and processes for the product • collaborating as well as working individually throughout the design and production • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • History Year 3 Unit 2 – Exploring continuity and change in local communities 	<p>Engineering principles and systems: Pinball paradise</p> <p>Students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use.</p> <p>They explore the role of people in engineering technology occupations and how they address factors that meet client needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ exploring games with moving parts ○ testing materials, tools and techniques ○ exploring techniques for shaping and joining materials and creating mechanisms • generating, developing and communicating design ideas for: <ul style="list-style-type: none"> ○ a pinball machine ○ a games room environment • producing by working safely with components and materials to create a functioning product • evaluating design ideas and processes for the product and environment • collaborating as well as working individually throughout the design and production • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • Science Year 4 Unit 4 – Fast forces

Technologies – Years 3 and 4

• Digital Technologies

Unit 1

What digital systems do you use?

Students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They:

- explore and describe how digital systems are used and meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data
- define problems and identify needs
- develop technical skills in using a visual programming language to create a digital solution
- describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language
- implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game
- explain how their solutions and information systems, such as learning software, meet personal, school and community needs
- develop skills in computational and systems thinking when solving problems and creating solutions.

Suggested partner units:

- Any unit in Years 3-4
For example:
Science Year 3 Unit 1 – Is it living?

Unit 2

What's your waste footprint?

Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They:

- examine different types of data and represent the same data in different ways
- collect, access and present data as information using simple software (such as spreadsheets)
- explore and describe how a range of common information systems present data as information to meet personal, school and community needs
- develop skills in computational and systems thinking when solving problems and creating solutions
- work with others to communicate ideas and information using online tools, applying agreed social and ethical protocols
- explain how information systems meet personal, school and community needs.

Suggested partner unit:

- Geography Year 4 Unit 2 – Using places more sustainably

The Arts – Years 3 and 4

• Dance

Unit 1	Unit 2	Unit 3
<p>Celebrating dance*</p> <p>Students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p> <p>*This unit complements the concepts taught in History Year 3 Unit 1 – Investigating celebrations, commemorations and community diversity.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences suitable for Australia's National day using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate ideas about celebrations and commemorations identify how the elements of dance and production elements express ideas in dance for celebrations and commemorations including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Dance messages*</p> <p>Students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.</p> <p>*This unit complements the concepts taught in English Year 4 Unit 3 – Examining traditional stories from Asia.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate a message or a moral identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Wildlife warriors</p> <p>Students make and respond to dance by exploring ways of expressing ideas and stories about the environment through dance.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas about the environment for dance sequences using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate ideas about the environment identify how the elements of dance and production elements express ideas including those on the environment in dance including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.
<p>All units developed using the Australian Curriculum: Dance Years 3 and 4 content descriptions and achievement standard.</p>		

The Arts – Years 3 and 4

• Drama

Unit 1	Unit 2	Unit 3
<p>Dramatic traditions*</p> <p>Students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus.</p> <p>*This unit complements the concepts taught in Geography Year 3 Unit 1 – Exploring similarities and differences in places near and far.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures of stories from Australia and neighbouring countries through roles and situations and use empathy in their own improvisations and devised drama • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • shape and perform dramatic action using narrative structures and tension in devised and scripted drama • identify intended purposes and meaning of drama using the elements of drama to make comparisons. 	<p>Country/Place*</p> <p>Students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus.</p> <p>*This unit complements the concepts taught in History Year 4 Unit 2 – Investigating the impact of colonisation.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures in Dreaming stories and Before Before time stories through roles and situations and use empathy in their own improvisations and devised drama • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • shape and perform dramatic action using narrative structures and tension in devised and scripted drama • identify intended purposes and meaning of drama using the elements of drama to make comparisons. 	<p>Exploring issues through drama</p> <p>Students make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama • shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama • identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, using the elements of drama to make comparisons.

All units developed using the Australian Curriculum: Drama Years 3 and 4 content descriptions and achievement standard.

The Arts – Years 3 and 4

• Media Arts

Unit 1	Unit 2	Unit 3
<p>Persuade to protect*</p> <p>Students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre.</p> <p>*This unit complements the concepts taught in Geography Year 3 Unit 2 – Protecting places near and far by exploring the delivery of information to explain significance of local places and the need for protection.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place • experiment with media technology and collaborative production processes (script, storyboard, film and edit, perhaps green screen if available) to create a television style media production • present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting approaches • describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Poetry in motion*</p> <p>Students create a character animation to deliver an audio recording of a short, humorous poem.</p> <p>*This unit complements the concepts taught in English Year 4 Unit 2 – Examining humour in poetry by exploring animation and character expression to deliver poetry in media art forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore representations of people from their community (including self) to develop animated characters considering animation forms, mouth shapes, facial expression, character development, composition, text and sound in media delivery to engage audience • experiment with media technology, collaborative production processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation • present productions in digital form to share and discuss similarities and differences in content, structure and animation approaches • describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>On the cover</p> <p>Students explore magazine cover design through representation and characterisation of people in their community, including themselves and compare the digitisation of magazines on the internet.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore genre conventions in paper magazine cover design and devise representations of classmates to depict specific characterisations, settings and ideas • experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to target audience • present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches • describe and discuss intended purposes and audience of print and online media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Media Arts Years 3 and 4 content descriptions and achievement standard.

The Arts – Years 3 and 4

• Music

Unit 1	Unit 2	Unit 3
<p>Let's celebrate, let's remember*</p> <p>Students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.</p> <p>*This unit complements the concepts taught in History Year 3 Unit 1 – Investigating celebrations, commemorations and community diversity.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Songs of Australia*</p> <p>Students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.</p> <p>*This unit complements the concepts taught in History Year 4 Unit 1 – Investigating European exploration and the movement of peoples.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns used in music related to the theme of European exploration and the movement of peoples practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces create music about European exploration and the movement of people, perform to an audience via pageant, concert or flash mob and record compositions by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Musical characters and action</p> <p>Students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in music portraying characters and action practise singing, playing instruments and improvising music portraying characters and action using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Music Years 3 and 4 content descriptions and achievement standard.

The Arts – Years 3 and 4

• Visual Arts

Unit 1	Unit 2	Unit 3
<p>Meaning in found objects*</p> <p>Students explore the communication of cultural meaning through found objects and surface manipulation.</p> <p>*This unit complements the concepts taught in Science Year 3 Unit 4 – What's the matter by exploring the process and capabilities of matter changing from liquid to solid in art processes, using plaster casting to make three-dimensional sculptural forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and identify purpose and meaning in sculptural artworks by Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks • experiment with visual conventions (plaster cast relief sculpture, mixed media, mould making, found objects, surface manipulation) in research and development of individual artworks following shared conditions • collaborate and plan the presentation of individual sculptures as a mural project • compare the unique qualities of three-dimensional artworks with two-dimensional artworks and use art terminology to communicate meaning. 	<p>Tiny worlds*</p> <p>Students explore the communication of diversity in environments through the manipulation of visual language.</p> <p>*This unit complements the concepts taught in Geography Year 4 Unit 1 – Exploring environments and places by exploring how places are characterised by their environments and the interconnection between people and environment, using expressive visual language in printmaking techniques.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places • experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth) • collaborate, plan and create a collection/ exhibition of artworks to depict diversity in Australian environments and diversity in individual approach • compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. 	<p>Patterns in the playground</p> <p>Students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore artworks from Aboriginal and Torres Strait Islander peoples and Asian artists which represent country through symbolic pattern and use this as inspiration to develop their own artworks • experiment with visual conventions (digital capture, frottage, painting, collage) in research and development of a collaborative resolved artwork • represent ideas through the display of artwork and reflect on meaning through participation in art conversations and written reflections • compare artworks and use art terminology to communicate meaning.

All units developed using the Australian Curriculum: Visual Arts Years 3 and 4 content descriptions and achievement standard.

Teaching and learning – Year 4

English – Year 4							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Investigating author’s language in a familiar narrative</p> <p>Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.</p>	<p>Examining humour in poetry</p> <p>Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing personal viewpoint using evidence from the poem.</p>	<p>Examining traditional stories from Asia</p> <p>Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.</p>	<p>Understanding Aboriginal peoples’ and Torres Strait Islander peoples’ stories</p> <p>Students listen to, read and view information and stories from Aboriginal peoples’ and Torres Strait Islander peoples’ histories and cultures. They demonstrate an understanding of the stories by responding in speaking and writing identifying language features, ideas, relationships and messages in the stories. The Holistic Planning and Teaching Framework is used to support the understanding of the stories. In the assessment task, students create an informative multimodal presentation providing information and views on a selected story from Aboriginal peoples’ or Torres Strait Islander peoples’ history and culture.</p>	<p>Exploring recounts set in the past</p> <p>Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people’s perspectives. There are two monitoring tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was around at the time of January 1788.</p>	<p>Exploring a quest novel</p> <p>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. In the assessment task, students write a short response explaining how the author represents the main character in an important event in the quest novel.</p>	<p>Examining persuasion in advertisements</p> <p>Students understand how to recognise and analyse characteristic ideas, language and techniques in advertisements and their impact on the target audience. Students understand how to navigate around a website identifying text, navigation, layout and links, which are used and contribute to the effectiveness of still image advertisements. As a group they take part in a panel discussion about the persuasive techniques used in advertisements.</p>	<p>Examining persuasion in product packaging</p> <p>Students understand how to use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition and write a text to promote a breakfast cereal.</p>

Mathematics – Year 4

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — make connections between representations of numbers, partition & combine numbers flexibly, recall multiplication facts, formulate, model & record authentic situations involving operations, compare large numbers, generalise from number properties & results of calculations & derive strategies for unfamiliar multiplication tasks • Fractions and decimals — communicate sequences of simple fractions • Using units of measurement (Time) — use appropriate language to communicate times, compare time durations & use instruments to accurately measure lengths. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — make connections between representations of numbers, partition & combine numbers flexibly, recall multiplication facts, formulate, model & record authentic situations involving operations, compare large numbers with each other, generalise from number properties & results of calculations & derive strategies for unfamiliar multiplication & division tasks • Patterns and algebra — use properties of numbers to continue patterns • Chance — compare dependent and independent events, describe probabilities of everyday events • Data representation and interpretation — collect & record data, communicate information using graphical displays & evaluate the appropriateness of different displays. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — recognise, read & represent 5-digit numbers, identify & describe place value in 5-digit numbers, partition numbers (standard & non-standard), make connections between representations of 5-digit numbers, compare & order 5-digit numbers, identify odd & even numbers, make generalisations about the properties of odd and even numbers, make generalisations about the 4 operations and odd & even numbers, extend fluency & recall of 3s, 6s, 9s facts, solve multiplication & division problems, revise informal recording methods & strategies used for calculations, apply mental & written strategies to computation. • Fractions and decimals — develop understanding of proportion & relationships between fractions in the halves family & thirds family, count & represent fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts. • Shape — explore properties of 2D shapes including polygons & quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons & combined shapes using tangrams. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Location and transformation — investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction & movement, find locations using turns & everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps & plans, explore mapping conventions, plan & plot routes on maps, explore appropriate units of measurement & calculate distances using scales. • Geometric reasoning — identify angles, construct & label right angles, identify & construct angles not equal to a right angle, mark angles not equal to a right angle. • Number and place value — consolidate place value understanding of 5-digit numbers, compare & order 5-digit numbers, revise addition & subtraction concepts, solve addition & subtraction problems, consolidate multiplication problems, use appropriate strategies to solve problems, • Money and financial mathematics — read & represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases & the calculation of change, explore Asian currency & calculate foreign currencies. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Money and financial mathematics - represent, calculate and round amounts of money required for purchases and change. • Number and place value - model and interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families. • Fractions and decimals - partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators. • Location and transformation - investigate different types of symmetry, analyse and create symmetrical designs. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Using units of measurement - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement • Shape - compare the areas of regular and irregular shapes using informal units of area measurement • Fractions and decimals – model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals • Number and place value - apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations • Patterns and algebra - use equivalent addition and subtraction number sentences to find unknown quantities. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Fractions and decimals - count and identify equivalent fractions, locate fractions on a number line, read & write decimals, identify fractions & corresponding & decimals, compare & order decimals (to hundredths) • Chance - describe the likelihood of everyday chance events, order events on a continuum • Data representation and interpretation - write questions to collect data, collect & record data, display & interpret data • Patterns and algebra — Patterns and algebra - investigate & describe number patterns, solve word problems & use equivalent multiplication & division number sentences to find unknown quantities. • Number and place value - calculate addition & subtraction using a range of mental & written strategies, recall multiplication & related division facts, calculate multiplication & division using a range of mental & written strategies, solve problems involving the four operations. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases • Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means • Using units of measurement (volume, time) — measure and compare volume, use am and pm notation, solve simple time problems • Fractions and decimals — investigate equivalent fractions, make connections between fractions and decimal notation • Number and place value — use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers

History – Year 4

Unit 1

Investigating European exploration and the movement of peoples

Inquiry question/s:

- Why did the great journeys of exploration occur?
- Why did the Europeans settle in Australia?

Students:

- recognise connections between world history events and the history of Australia
- appreciate the remains of the past can reveal aspects of what life was like then
- investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe
- pose questions about the reasons for the colonisation of Australia by the British
- use provided sources to examine the journeys that led to Australia's colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony
- sequence key events related to the colonisation of Australia
- describe the experiences of a convict who travelled on the First Fleet and identify how life changed.

Unit 2

Investigating the impact of colonisation

Inquiry question/s:

- What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?
- What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?

Students:

- explore the diversity and longevity of Australia's first peoples
- recognise the ways Aboriginal peoples and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies)
- investigate the implications of this connection to Country and Place for the daily lives of Aboriginal peoples and/or Torres Strait Islander peoples
- investigate the effects of interactions and contact between Aboriginal peoples and/or Torres Strait Islander peoples and others, including Macassan traders and Europeans.

Unit 1	Unit 2
<p>Exploring environments and places</p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> • How does the environment support the lives of people and other living things? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at the national scale, including Australia and the location of major countries in South America and Africa • recognise the purpose and types of geographical questions • explore the importance of environments to animals and people and how places are characterised by their environments • collect and record geographical information from sources to identify how environments support animals and people • use geographical tools and sources to identify and compare the characteristics of places, including the types of natural vegetation and native animals • represent data by constructing tables and graphs • represent the location of places and their features by constructing a large-scale map conforming to cartographic conventions, including scale, legend, title and north point • interpret geographical information and data to identify patterns and distributions of the features of places • interpret geographical information and data to identify different views on how environments should be protected, and form conclusions • describe the location of places and their features using grid references, compass direction and distance • describe and compare the characteristics of places in different locations at the national scale, using geographical terms. 	<p>Using places more sustainably</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How do different views about the environment influence approaches to sustainability? • How can people use places and environments more sustainably? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies of Australia • develop geographical questions to investigate about the connections between resources provided by the environment and used by different groups of people • compare how people adapt to, and alter environments • recognise that sustainability is perceived in different ways by different groups, and involves careful use of resources and management of waste • collect and record geographical information from sources to explore how the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples are shared and enacted in their custodial responsibility of places and environments • collect and record information from sources to identify the perceptions of groups, including Aboriginal peoples and Torres Strait Islander peoples, on how the environment provides for people • form conclusions about caring for the environment and meeting the needs of people • present findings, using geographical terms, reflect on learning to propose individual action on the ways people seek to improve or use resources more sustainably and identify the expected effects of their proposed action.

Civics and citizenship – Years 3 and 4	
Unit 1	Unit 2
<p>Participating in my community</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are decisions made democratically? • Why do we make rules? • How can I participate in my community? <p>Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute to their community.</p> <p>Students are introduced to democracy in the context of the familiar and personal. They explore democracy through learning about decision making within communities. They also consider the purpose of creating rules for groups and how individuals participate in their community.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>	<p>Belonging and contributing to the local community</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can local government contribute to community life? • What is the difference between rules and laws and why are they important? • How has my identity been shaped by the groups to which I belong? <p>Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute to their local community.</p> <p>Students are introduced to local government and the services it provides to their community. They examine how rules and laws affect them and the importance of laws in society. They also explore cultural diversity, and how belonging to different groups can shape personal identity.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>
Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 3 content descriptions and achievement standard.	Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 4 content descriptions and achievement standard.

Health and Physical Education – Year 4

Personal, social and community health

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

All units developed using the Australian Curriculum: Health and Physical Education Year 3 and 4 content descriptions and achievement standard.

Health and Physical Education – Year 4

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Superstars Splish Splash</p> <p>Students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.</p> <p>Students:</p> <ul style="list-style-type: none"> develop arm, leg and breathing movements to perform recognised swimming strokes understand how timing and effort affect movements and overall stroke performance refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge understand the benefits of being fit and physically active and how they relate to swimming. 	<p>Athletic spectacle</p> <p>Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Students:</p> <ul style="list-style-type: none"> refine fundamental movement skills of running, throwing and jumping combine fundamental movement skills to form sequences apply the elements of movement to refine sequences apply sequences to perform athletic events. 	<p>Bat, catch, howzat</p> <p>Students apply strategies for working cooperatively and rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games.</p> <p>Students:</p> <ul style="list-style-type: none"> practise and refine fundamental movement throwing and object control skills consider and combine the concepts and strategies when participating in various activities understand and apply rules use creative thinking to transfer and apply fundamental movement to new contexts and game situations. 	<p>Criss Cross</p> <p>Students practise and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. They also examine the benefits of being fit and physically active and how they relate to skipping.</p> <p>Students:</p> <ul style="list-style-type: none"> develop fundamental movement skills to perform long rope skipping and partner skipping understand how the elements of movement affect skill performance refine the elements of movement to demonstrate and refine individual skipping skills to solve challenges understand the benefits of being fit and physically active and how they relate to skipping.

All units developed using the Australian Curriculum: Health and Physical Education Year 3 and 4 content descriptions and achievement standard.

Technologies – Years 3 and 4

Design and Technologies

Unit 1	Unit 2	Unit 3
<p>Materials and technologies specialisations: Repurpose it</p> <p>Students investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They repurpose an item of clothing to create another useful item.</p> <p>They explore the role of people in design and technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ communicating with client and critiquing needs or opportunities for designs ○ testing materials including fabrics and exploring techniques for shaping and joining them ○ identifying examples of recycling, up-cycling and re-using • generating design ideas for a useful item and communicating them with annotated design drawings • producing a useful item by selecting relevant tools and resources and using them safely • evaluating design ideas, processes and solutions • collaborating as well as working individually throughout the process • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • Science Year 4 Unit 3 – Properties matter • Geography Year 4 Unit 2 – Using places more sustainably 	<p>Food and fibre production and Food specialisations: What's for lunch?</p> <p>Students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.</p> <p>They explore how people in different times developed food and fibre technologies to meet human needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ exploring traditional food and fibre production and food technologies ○ identifying contemporary technologies for growing food and fibre and preserving and preparing foods • generating, developing and communicating design ideas for a food product • producing by working safely with equipment and ingredients to create a food product • evaluating design ideas and processes for the product • collaborating as well as working individually throughout the design and production • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • History Year 3 Unit 2 – Exploring continuity and change in local communities 	<p>Engineering principles and systems: Pinball paradise</p> <p>Students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use.</p> <p>They explore the role of people in engineering technology occupations and how they address factors that meet client needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ exploring games with moving parts ○ testing materials, tools and techniques ○ exploring techniques for shaping and joining materials and creating mechanisms • generating, developing and communicating design ideas for: <ul style="list-style-type: none"> ○ a pinball machine ○ a games room environment • producing by working safely with components and materials to create a functioning product • evaluating design ideas and processes for the product and environment • collaborating as well as working individually throughout the design and production • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • Science Year 4 Unit 4 – Fast forces

Digital Technologies

Unit 1

What digital systems do you use?

Students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They:

- explore and describe how digital systems are used and meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data
- define problems and identify needs
- develop technical skills in using a visual programming language to create a digital solution
- describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language
- implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game
- explain how their solutions and information systems, such as learning software, meet personal, school and community needs
- develop skills in computational and systems thinking when solving problems and creating solutions.

Suggested partner units:

- Any unit in Years 3-4
For example:
Science Year 3 Unit 1 – Is it living?

Unit 2

What's your waste footprint?

Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They:

- examine different types of data and represent the same data in different ways
- collect, access and present data as information using simple software (such as spreadsheets)
- explore and describe how a range of common information systems present data as information to meet personal, school and community needs
- develop skills in computational and systems thinking when solving problems and creating solutions
- work with others to communicate ideas and information using online tools, applying agreed social and ethical protocols
- explain how information systems meet personal, school and community needs.

Suggested partner unit:

- Geography Year 4 Unit 2 – Using places more sustainably

The Arts – Years 3 and 4

Dance

Unit 1	Unit 2	Unit 3
<p>Celebrating dance*</p> <p>Students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p> <p>*This unit complements the concepts taught in History Year 3 Unit 1 – Investigating celebrations, commemorations and community diversity.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences suitable for Australia’s National day using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate ideas about celebrations and commemorations identify how the elements of dance and production elements express ideas in dance for celebrations and commemorations including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Dance messages*</p> <p>Students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.</p> <p>*This unit complements the concepts taught in English Year 4 Unit 3 – Examining traditional stories from Asia.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate a message or a moral identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Wildlife warriors</p> <p>Students make and respond to dance by exploring ways of expressing ideas and stories about the environment through dance.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas about the environment for dance sequences using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate ideas about the environment identify how the elements of dance and production elements express ideas including those on the environment in dance including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.
<p>All units developed using the Australian Curriculum: Dance Years 3 and 4 content descriptions and achievement standard.</p>		

The Arts – Years 3 and 4

Drama

Unit 1	Unit 2	Unit 3
<p>Dramatic traditions*</p> <p>Students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus.</p> <p>*This unit complements the concepts taught in Geography Year 3 Unit 1 – Exploring similarities and differences in places near and far.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures of stories from Australia and neighbouring countries through roles and situations and use empathy in their own improvisations and devised drama • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • shape and perform dramatic action using narrative structures and tension in devised and scripted drama • identify intended purposes and meaning of drama using the elements of drama to make comparisons. 	<p>Country/Place*</p> <p>Students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus.</p> <p>*This unit complements the concepts taught in History Year 4 Unit 2 – Investigating the impact of colonisation.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures in Dreaming stories and Before Before time stories through roles and situations and use empathy in their own improvisations and devised drama • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • shape and perform dramatic action using narrative structures and tension in devised and scripted drama • identify intended purposes and meaning of drama using the elements of drama to make comparisons. 	<p>Exploring issues through drama</p> <p>Students make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama • shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama • identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, using the elements of drama to make comparisons.
<p>All units developed using the Australian Curriculum: Drama Years 3 and 4 content descriptions and achievement standard.</p>		

The Arts – Years 3 and 4

Media Arts

Unit 1	Unit 2	Unit 3
<p>Persuade to protect*</p> <p>Students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre.</p> <p>*This unit complements the concepts taught in Geography Year 3 Unit 2 – Protecting places near and far by exploring the delivery of information to explain significance of local places and the need for protection.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place • experiment with media technology and collaborative production processes (script, storyboard, film and edit, perhaps green screen if available) to create a television style media production • present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting approaches • describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Poetry in motion*</p> <p>Students create a character animation to deliver an audio recording of a short, humorous poem.</p> <p>*This unit complements the concepts taught in English Year 4 Unit 2 – Examining humour in poetry by exploring animation and character expression to deliver poetry in media art forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore representations of people from their community (including self) to develop animated characters considering animation forms, mouth shapes, facial expression, character development, composition, text and sound in media delivery to engage audience • experiment with media technology, collaborative production processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation • present productions in digital form to share and discuss similarities and differences in content, structure and animation approaches • describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>On the cover</p> <p>Students explore magazine cover design through representation and characterisation of people in their community, including themselves and compare the digitisation of magazines on the internet.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore genre conventions in paper magazine cover design and devise representations of classmates to depict specific characterisations, settings and ideas • experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to target audience • present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches • describe and discuss intended purposes and audience of print and online media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Media Arts Years 3 and 4 content descriptions and achievement standard.

The Arts – Years 3 and 4

Music

Unit 1	Unit 2	Unit 3
<p>Let's celebrate, let's remember*</p> <p>Students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.</p> <p>*This unit complements the concepts taught in History Year 3 Unit 1 – Investigating celebrations, commemorations and community diversity.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Songs of Australia*</p> <p>Students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.</p> <p>*This unit complements the concepts taught in History Year 4 Unit 1 – Investigating European exploration and the movement of peoples.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns used in music related to the theme of European exploration and the movement of peoples practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces create music about European exploration and the movement of people, perform to an audience via pageant, concert or flash mob and record compositions by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Musical characters and action</p> <p>Students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in music portraying characters and action practise singing, playing instruments and improvising music portraying characters and action using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.
<p>All units developed using the Australian Curriculum: Music Years 3 and 4 content descriptions and achievement standard.</p>		

The Arts – Years 3 and 4

Visual Arts

Unit 1	Unit 2	Unit 3
<p>Meaning in found objects*</p> <p>Students explore the communication of cultural meaning through found objects and surface manipulation.</p> <p>*This unit complements the concepts taught in Science Year 3 Unit 4 – What’s the matter by exploring the process and capabilities of matter changing from liquid to solid in art processes, using plaster casting to make three-dimensional sculptural forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and identify purpose and meaning in sculptural artworks by Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks • experiment with visual conventions (plaster cast relief sculpture, mixed media, mould making, found objects, surface manipulation) in research and development of individual artworks following shared conditions • collaborate and plan the presentation of individual sculptures as a mural project • compare the unique qualities of three-dimensional artworks with two-dimensional artworks and use art terminology to communicate meaning. 	<p>Tiny worlds*</p> <p>Students explore the communication of diversity in environments through the manipulation of visual language.</p> <p>*This unit complements the concepts taught in Geography Year 4 Unit 1 – Exploring environments and places by exploring how places are characterised by their environments and the interconnection between people and environment, using expressive visual language in printmaking techniques.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places • experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth) • collaborate, plan and create a collection/ exhibition of artworks to depict diversity in Australian environments and diversity in individual approach • compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. 	<p>Patterns in the playground</p> <p>Students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore artworks from Aboriginal and Torres Strait Islander peoples and Asian artists which represent country through symbolic pattern and use this as inspiration to develop their own artworks • experiment with visual conventions (digital capture, frottage, painting, collage) in research and development of a collaborative resolved artwork • represent ideas through the display of artwork and reflect on meaning through participation in art conversations and written reflections • compare artworks and use art terminology to communicate meaning.

All units developed using the Australian Curriculum: Visual Arts Years 3 and 4 content descriptions and achievement standard.

Teaching and learning – Year 5

English – Year 5							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Examining literary texts - fantasy novel</p> <p>Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response.</p>	<p>Creating fantasy characters</p> <p>Students continue to read and interpret a novel from the fantasy genre showing understanding of character development. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.</p>	<p>Examining media texts</p> <p>Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.</p>	<p>Examining characters in animated film</p> <p>Students listen to, read, view and interpret a range of animations including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma.</p>	<p>Appreciating poetry</p> <p>Students listen to, read and view a range of poems, songs, anthems and odes from different times, to create a folio of responses analysing authors' use of language and its impact on the message and ideas of text.</p>	<p>Responding to poetry</p> <p>Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.</p>	<p>Exploring narrative through novels and film</p> <p>Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel.</p>	<p>Reviewing narrative film</p> <p>Students listen to and view narrative films, and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about the film during a panel discussion.</p>

Mathematics – Year 5

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — make connections between factors & multiples, identify numbers that have 2, 3, 5 or 10 as factors, using rounding & estimating of whole numbers, represent multiplication using the split & compensate strategy, choose appropriate procedures to represent the split & compensate strategy of multiplication, using a written strategy for addition & subtraction • Fractions and decimals — use models to represent fractions, count on & count back using unit fractions, identify & compare unit fractions using a range of representations & solve problems using unit fractions. • Data representation and interpretation — build an understanding of data, develop the skill of defining numerical & categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Chance — identify & describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment, apply understandings of probability & data collection to investigate the fairness of a game • Number and place value — round & estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies & informal recording methods, compare & evaluate strategies that are appropriate to different problems, make generalisations • Fractions and decimals — add & subtract simple fractions with the same denominator • Using units of measurement — investigate time concepts & the measurement of time, read & represent 24-hour time, measure dimensions, estimate & measure the perimeters of rectangles, investigate metric units of area measurement, estimate & calculate area of rectangles. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — round and estimate to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples • Fractions and decimals — make connections between fractional numbers and the place value system, and represent, compare and order decimals • Location and transformation — investigate and create reflection, translation and rotation symmetry, transform shapes through enlargement and describe the feature of transformed shapes • Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Geometric reasoning – identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles • Location and transformation and Shape – describe and create transformations using symmetry, represent 3D objects with 2D representations • Number and place value – multiply and divide using a range of strategies, apply estimation and rounding to estimate answers and check answers, apply mental computation to multiply and divide, solve multiplication and division problems with no remainders • Patterns and algebra – create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities • Data representation and interpretation – explore methods of data representations to construct and interpret data displays, reason involving data. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes. • Number and place value — round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Using units of measurement — chooses appropriate units for length, area, capacity & mass, measures length, area, capacity & mass, finds perimeter, problem solves & reasons when applying measurement to answer a question • Fractions and decimals — makes connections between fractions & decimals, compares & orders decimals • Patterns and algebra — creates, continues & identifies the rule for patterns involving the addition & subtraction of fractions, use number sentences to find unknown quantities involving multiplication & division • Number and place value — adds & subtracts using mental & written strategies including the right-to-left strategy, multiplies whole numbers & divides by a one-digit whole number with & without remainders 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Chance — order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments • Data representation and interpretation — investigate an issue (design data collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion) • Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time • Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Money and financial decisions — create simple budgets, calculate with money, identify the GST component of invoices & receipts, make financial decisions • Geometric reasoning — estimate & measure angles, construct angles using a protractor • Location and transformation — explore maps & grids, use a grid to describe locations, describe positions using landmarks & directional language • Fractions and decimals — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order & represent decimals, locate decimals on a number line, extend the number system to thousandths & beyond • Number and algebra — apply computation skills, use estimation & rounding to check reasonableness, solve problems involving addition subtraction multiplication & division, use efficient mental & written strategies to solve problems.

History – Year 5

Unit 1

Exploring the development of British colonies in Australia

Inquiry Question/s:

- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What do we know about the lives of people in Australia's colonial past and how do we know?

Students:

- recognise key events and people in Australia during the 1800s
- sequence key events related to the development of British colonies in Australia
- investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Van Diemen's Land and Moreton Bay colonies
- use provided sources to examine and describe continuities and changes to a British colony in Australia during the 1800s
- locate information in sources about the factors that influenced patterns of development in colonial Australia during the 1800s
- use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples.

Unit 2

Investigating the colonial period in Australia

Inquiry Question/s:

- What were the significant events and who were the significant people that shaped Australian colonies?
- What do we know about the lives of people in Australia's colonial past and how do we know?

Students:

- recognise key events of the colonial period in Australia after 1800
- investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration
- appreciate the impacts of significant developments and events – the gold rush and the Eureka Stockade
- pose questions to investigate the significance of individuals and groups in shaping the colonies
- describe the significance of individuals and events in shaping the colonies.

Geography – Year 5

Unit 1

Exploring how people and places affect one another

Inquiry question/s:

- How do people and environments influence one another?

Students:

- draw on studies at the national scale, including Australia and the location of major countries in Europe and North America
- recognise the purpose and types of geographical questions
- collect and record relevant geographical data and information from secondary sources, to identify the influence of the environment on the human characteristics of places
- collect and record relevant geographical data and information from secondary sources, to identify the influence people have had on environmental characteristics of places
- collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of the humans on the environmental characteristics of a place
- represent in a graphic form climate data for places and interpret the effect of climate on the environmental and human characteristics of a place
- describe the location of selected countries in relative terms
- construct large-scale and small-scale maps conforming to cartographic conventions to locate and label places and their major environmental and human characteristics
- compare geographical information to identify patterns or trends in how people have responded to climatic conditions in places
- describe the influence of environmental processes on the characteristics of places, and how people can affect change, using geographical terms.

Unit 2

Exploring how places are changed and managed by people

Inquiry questions:

- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of natural hazards on people and places be reduced?

Students:

- draw on studies at the national scale, including Australia
- identify and describe how places are affected by the interconnection between people, places and environments
- develop an inquiry question about responding to the geographical challenge of natural hazards, and plan an inquiry
- collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of people on the human characteristics of places, including how the use of space within a place is organised
- collect and record relevant geographical data and information from primary and secondary sources, using ethical protocols, on the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management
- consider the usefulness of collected information
- present findings, using geographical terms on the ways people respond to a geographical challenge
- propose ways people can respond to a geographical challenge and identify the expected effects of their proposed action.

Civics and citizenship – Years 5 and 6	
Unit 1	Unit 2
<p>Participating in Australia’s democracy</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is democracy in Australia and why is voting in a democracy important? • How do laws affect the lives of citizens? • How and why do people participate in groups to achieve shared goals? <p>Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally and nationally.</p> <p>Students are introduced to the key values of Australia’s liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Students expand on their knowledge of the law by studying how laws affect the lives of citizens. Students also investigate the role of groups in our community.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>	<p>Exploring the roles and responsibilities of governments and citizens in Australia</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the roles and responsibilities of the different levels of government in Australia? • How are laws developed in Australia? • What does it mean to be Australian citizen? <p>Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally.</p> <p>Students study of the key institutions of Australia’s democratic government, including state/territory and federal parliaments, and the court system. Students learn how state/territory and federal laws are made in a parliamentary system. Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails. They also explore the obligations that people may have as global citizens.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>
Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 5 content descriptions and achievement standard.	Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 6 content descriptions and achievement standard.

Health and Physical Education – Year 5

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>Emotional interactions</p> <p>Students review the information they know about establishing and keeping friendships and relationships. They identify the skills needed to establish and maintain relationships. Students use prior knowledge to discuss the differences between friendships and relationship and also interpret the differences between friendships and their peers. Students discuss the factors that influence theirs and others behaviours through discussion and brainstorming activities. They investigate how feelings, emotions and mood can affect their own and others behaviours and responses. Students develop an understanding of different points of view and how differing opinions can influence relationships and friendships. They develop an understanding of bullying and harassment and who to go to for help if they are a victim or witness such behaviours. Finally students discuss their overall emotional health, safety and wellbeing.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand what a relationship is • understand the different types of relationships that exist in society • examine the factors that influence our behaviour on a daily basis • examine different points of view and opinions • identify positive and negative interactions amongst their peers and their friendship groups • understand how some negative interactions may lead to bullying and harassment • identify safe and unsafe behaviours • identify strategies to keep themselves healthy, safe and well • understand that there are adults they can use for support when feeling unsafe or uncomfortable. <p>This unit has been developed to incorporate sections of the Daniel Morecombe Child Safety Curriculum.</p>	<p>Healthy habits</p> <p>Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand the meaning of preventative health • examine the role that preventative health has in maintaining health and wellbeing. • explore a range of community resources and strategies aimed at supporting health and wellbeing. • investigate healthy habits and strategies that promote and maintain health and wellbeing. 	<p>Multicultural Australia</p> <p>Students identify the cultural groups in Australia and their habits, celebrations, cultural foods, and how these foods comply to the Australian guide to healthy eating.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify the cultures that are found within the Australian community and the parts of the world that these cultures originate • explore the cultures represented in the room/Australia and investigate the cultures and the foods that are specific to each culture – indigenous culture and bush tucker foods • identify some of the habits that are peculiar to these cultures • investigate what shapes our food culture – diversity, environment • identify how they celebrate various occasions over time • review the guide to healthy eating and investigate the nutritive value of the cultural foods and how healthy their diet is and suggest modifications • investigate a particular culture and explore their traditional foods, suggest modifications to the way they are cooked or the types of foods to find a celebration meal that is healthy and complies with the Australian Guide to Healthy Eating. 	<p>Growing up</p> <p>Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.</p> <p>Students:</p> <ul style="list-style-type: none"> • examine how identities are developed and change from pre-teen years into adolescence • examine developmental changes that occur during pre-teen years • investigate strategies and resources available to manage the changes associated with growing up and puberty.

All units developed using the Australian Curriculum: Health and Physical Education Year 5 and 6 content descriptions and achievement standard.

Health and Physical Education – Year 5

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Play2Rhythm</p> <p>Students develop specialised football skills and create and perform a sequence of these skills to music.</p> <p>Students:</p> <ul style="list-style-type: none"> develop specialised football skills <p>✓ Adjusted GTMJ</p>	<p>Athletic spectacle (Year 4 Unit 2)</p> <p>Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Students:</p> <ul style="list-style-type: none"> refine fundamental movement skills of running, throwing and jumping combine fundamental movement skills to form sequences apply the elements of movement to refine sequences apply sequences to perform athletic events. <p>✓ Adjusted GTMJ</p>	<p>Built for B-Ball</p> <p>Students explore and describe the key features of health related fitness and the significance of physical activity participation to health and well-being in the context of basketball.</p> <p>Students:</p> <ul style="list-style-type: none"> discuss the impact regular participation can have on health and wellbeing participate in physical activities designed to enhance fitness identify and explain the health-related fitness components used in basketball explain the significance of participation in everyday physical activities to their health and wellbeing create a multimodal presentation to identify and explain the health-related fitness components used in basketball and explain the significance of physical activity to their everyday health and wellbeing. 	<p>Junior Lifesaver (Year 6 Unit 1)</p> <p>Students practice specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue and real life situations. Students apply critical and creative thinking processes in order to generate and assess solutions to lifesaving challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> develop and extend swimming strokes develop and demonstrate lifesaving skills of stride entry, treading water and rope rescue in different movement challenges perform freestyle, backstroke, breaststroke and survival backstroke. perform lifesaving skills and strategies to solve challenges in lifesaving scenarios. <p>✓ Adjusted GTMJ</p>

All units developed using the Australian Curriculum: Health and Physical Education Year 5 and 6 content descriptions and achievement standard.

Languages — French – Years 5 and 6

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>What's in a name?</p> <p>In this unit, students use language to communicate ideas relating to personal names and personal identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about personal identity create connected texts using descriptive language use a range of language to give personal information about identity for a range of purposes participate in intercultural experience to notice, compare and reflect on language and culture. 	<p>What is a family?</p> <p>In this unit, students use introductory French language in written and spoken modes to communicate ideas about family photographs.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts that describe family photographs create connected texts using descriptive language describe an event, including observations of actions, and make connections to their own feelings participate in an intercultural experience to notice, compare and reflect on language and culture. 	<p>What are personal spaces?</p> <p>In this unit, students will explore the concept of personal spaces, within their home environment and the target country.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with language in texts about different places in which children feel comfortable listen to people talk about their favourite places create texts about personal spaces participate in intercultural experiences to notice, compare and reflect on language and culture. 	<p>How do we play?</p> <p>In this unit, students will use language to explore the concept of play.</p>	<p>What is character?</p> <p>In this unit, students use language to discuss characteristics of people they admire and action heroes.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written imaginative texts about the representation of character. re-interpret or create alternative versions of action heroes using different modes or contexts design an action hero who exemplifies his or her personal qualities participate in intercultural experience to notice, compare and reflect on language and culture. 	<p>What is change?</p> <p>In this unit, students use language to describe feelings relating to moving from familiar to the unfamiliar to start a new life.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written imaginative and informative texts describing the emotional experience of establishing oneself in a new place convey the migrant experience using expressive language to express feelings re-interpret or create an alternative version of the migrant experience through drama participate in intercultural experience to notice, compare and reflect on language and culture. 	<p>What is school life?</p> <p>In this unit, students use language to explore the concept of school life in the target country and make connections with their own school experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about the school experience in French-speaking countries create connected texts to describe their school experiences including routines, timetables, lunches and eating practices. use a range of language to discuss their school experiences participate in an intercultural experience to notice, compare and reflect on language and culture. 	<p>What do my interests say about me?</p> <p>In this unit, students will use language to explore the concept of personal interests.</p>

All units developed using the Australian Curriculum: Languages — French Years 5 and 6 content descriptions and achievement standard.

Design and Technologies

Food specialisations: Quench

Students investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene. They design a safe and hygienic environment to make a healthy drink that meets a specific need.

Students explore food technology occupations and how people in those roles address factors such as sustainability in the production and delivery of food to meet community needs.

Students apply the following processes and production skills:

- investigating by:
 - critiquing needs or opportunities for different types of drink
 - testing ingredients, equipment and processes
- generating and documenting design ideas for a drink suited to a purpose and client group and a safe hygienic environment for preparing it
- producing a drink by applying safe and hygienic procedures in a designed environment
- evaluating design ideas, processes and solutions against negotiated criteria for success, including sustainability
- collaborating as well as working individually throughout the process
- managing by developing project plans that include resources.

Suggested partner units:

- Health and Physical Education Year 5 Healthy habits
- Health and Physical Education Year 6 What am I drinking?

Engineering principles and systems: Hands off

Students investigate how forces or electrical energy can control movement, sound or light in a designed product or system. They produce a prototype electrical security device to protect a personal item or area.

They explore the role of people in engineering technology occupations in developing solutions for current and future use.

Students apply these processes and production skills:

- investigating by:
 - analysing technologies applied in security systems
 - testing circuits and devices that control movement, sound or light
- generating and documenting design ideas for security devices using technical terms and graphical representation techniques
- producing a functional prototype by safely using materials, components, tools and techniques
- evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability
- collaborating as well as working individually throughout the process
- managing by developing project plans that include resources.

Suggested partner units:

- Science Year 6 Energy and electricity

Food and fibre production: Sow and grow

Students investigate how and why food and fibre are produced in managed environments. They design a service for the distribution of plants in the local community.

They explore the role of design in food and fibre production occupations to develop solutions for current and future use.

Students apply these processes and production skills:

- investigating by:
 - analysing managed environments in food and fibre production
 - testing packaging options and methods for delivering information
- generating and documenting design ideas for production environments using technical terms and graphical representation techniques
- maintaining the health of plants, creating care instructions and packaging for safe delivery using materials, components, tools and techniques
- evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability
- collaborating as well as working individually throughout the process
- managing by developing sequenced project plans that include resources.

Suggested partner units:

- Economics and Business Year 5 Exploring decision-making in everyday life
- Geography Year 5 Exploring how places are changed and managed by people
- Science Year 6 Life on Earth

Materials and technologies specialisations: Design for nature

Students investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They design a product to meet an identified need or opportunity for wildlife in their local area. They explore the role of people in a range of technologies occupations and the tools and techniques they use.

Students apply these processes and production skills:

- investigating by:
 - analysing needs and opportunities for designing
 - analysing technologies and design features used in wildlife management
 - testing tools and techniques with a range of materials
- generating and documenting design ideas for a wildlife management product
- producing a wildlife management product for an identified need
- evaluating design ideas, processes and solutions against negotiated criteria for success
- collaborating as well as working individually throughout the process
- managing by developing project plans that include resources.

Suggested partner units:

- Science Year 5 Survival in the Australian environment

Technologies – Years 5 and 6

Digital Technologies

Unit 1

A-maze-ing digital designs

In this unit students engage in a number of activities, including:

- investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems
- examining a maze game to explore algorithm design and develop skills in using a visual programming language
- working collaboratively to create a new maze game.

Students apply a range of skills and processes when creating digital solutions. They:

- define problems clearly by identifying appropriate data and functional requirements
- design a user interface, considering alternatives and design principles
- follow, modify and design algorithms using diagrams and simple statements, relating particular programming language statements (steps and decisions) to actions in the game
- implement their game using visual programming and including steps, branching and repetition
- evaluate how well their solutions meet defined requirements
- manage, create and communicate ideas online during collaborative projects including negotiating, providing feedback and developing plans to complete tasks and applying social, ethical and technical protocols.

Suggested partner units:

- English Year 5 Creating fantasy characters
- English Year 6 Comparing texts

Unit 2

Data changing our world

In this unit Students investigate how information systems meet local and community needs and will create an interactive spreadsheet solution that helps people make healthy food choices.

Learning opportunities will include:

- exploring how community organisations collect data and present information to meet community needs
- transforming raw data into a visual form to create information that is easily understood
- creating a data-driven solution that processes user input to inform about health issues.

Students apply a range of skills and processes when creating digital solutions. They:

- explore information systems, including systems that deliver community information, promote health and wellbeing, and explain how they meet needs
- collect, manage and analyse data using a range of software (such as spreadsheets)
- interpret and visualise data to create information
- define problems by considering what the need is, what data is required, who the audience is and how They interact with the solution, and what features need to be included
- implement a digital solution that automates the processing of user input and presentation of information to solve a defined problem
- explain how their solutions meet identified needs
- manage, create and communicate ideas and information, applying agreed social and ethical protocols
- apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and information.

Suggested partner units:

- Mathematics Year 5 Data representation
- Health and Physical Education Year 6 PPS What am I drinking?

The Arts – Years 5 and 6

Dance

Unit 1	Unit 2	Unit 3
<p>Symmetry and dance*</p> <p>Students make and respond to dance by exploring symmetry as stimulus.</p> <p>*This unit complements the concepts taught in Mathematics Year 5 Unit 3 – Location and transformation (symmetry).</p> <p>Students:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer's ideas on symmetry • explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts. 	<p>Dance landscapes *</p> <p>Students make and respond to dance from Australia and Asian countries using cultures and landscapes as stimulus.</p> <p>*This unit complements the concepts taught in Geography Year 6 Unit 1 – Exploring a diverse world.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances which represent ideas about Australian/Asian cultures and landscapes. • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate ideas about Australian/Asian cultures and landscapes • explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts. 	<p>Adventures in dance</p> <p>Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer's ideas about an adventure story • explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts.
<p>All units developed using the Australian Curriculum: Dance Years 5 and 6 content descriptions and achievement standard.</p>		

The Arts – Years 5 and 6

Drama

Unit 1	Unit 2	Unit 3
<p>Natural disasters*</p> <p>Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus.</p> <p>*This unit complements the concepts taught in Science Year 6 Unit 3 – Our changing world.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations in response to stimulus of natural disasters • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience • explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities. 	<p>My hero*</p> <p>Students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus.</p> <p>*This unit complements the concepts taught in Geography Year 5 Unit 1 – Exploring how peoples and places affect one another.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situations • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories (including those of Europe and North America) and engage an audience • explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts in Europe and North America. 	<p>Performance and design — Transformations</p> <p>Students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, puppetry, clowning, mask, media, props and alternate performance spaces.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in drama forms that use more than the human body through improvisations, playbuilding and scripted drama to develop characters and situations • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action in drama forms that use more than the human body • rehearse and perform devised and scripted drama, in drama forms that use more than the human body, to develop narrative, drive dramatic tension, and use dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience • explain how the elements of drama and production elements, in drama forms that use more than the human body, communicate meaning by comparing drama from different social, cultural and historical contexts.

All units developed using the Australian Curriculum: Drama Years 5 and 6 content descriptions and achievement standard.

The Arts – Years 5 and 6

Media Arts

Unit 1	Unit 2	Unit 3
<p>Light and shadow*</p> <p>Students shape time and space to explore representations in media art forms.</p> <p>*This unit complements the concepts taught in Science Year 5 Unit 4 – Now you see it by exploring form, light and shadow in film and photography.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community • experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production • present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting • explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Documentary — what’s the story*</p> <p>Students create a documentary style film to tell the personal story of someone known to them or researched.</p> <p>*This unit complements the concepts taught in History Year 6 Unit 2 – Investigating the development of Australia as a diverse society by exploring and presenting stories of people from their community who add to the diversity</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view • experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view • present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting • compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Music video</p> <p>Students explore music video styling, concepts and production processes from ideation to creation.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore representations and characterisations of people in music video and how point of view is controlled by creators of music video through story principles and genre conventions • experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies • present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies • compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Media Arts Years 5 and 6 content descriptions and achievement standard.

The Arts – Years 5 and 6

Music

Unit 1	Unit 2	Unit 3
<p>Going to the movies*</p> <p>Students make and respond to music exploring pieces of music that tell a story, and music that appears in film.</p> <p>*This unit complements the concepts taught in English Year 5 Unit 7 – Exploring narrative through novels and film.</p> <p>Students:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films, for example driving the action, setting the scene and mood and portraying characters develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience explain how the elements of music communicate meaning by comparing music from a variety of segments of film. 	<p>Around the world with music*</p> <p>Students make and respond to music exploring the music-making of other cultures through their music journal.</p> <p>*This unit complements the concepts taught in Geography Year 6 Unit 2 – Exploring Australia’s connections with other places.</p> <p>Students:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience explain how the elements of music communicate meaning by comparing music from different cultures. 	<p>Rhythmic riot</p> <p>Students make and respond to music by exploring the concept of ostinato – a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.</p> <p>Students:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion develop technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinati rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion.

All units developed using the Australian Curriculum: Music Years 5 and 6 content descriptions and achievement standard.

The Arts – Years 5 and 6

Visual Arts

Unit 1	Unit 2	Unit 3
<p>The animal within*</p> <p>Students focus on representation of animals as companion, metaphor, totem and predator.</p> <p>* This unit complements the concepts taught in Science Year 5 Unit 1 – Survival in the Australian environment by exploring the representation of animals by artists in three-dimensional form.</p> <p>Students:</p> <ul style="list-style-type: none"> explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. 	<p>Say it with art*</p> <p>Students explore recontextualisation of objects and non-traditional art materials to communicate ideas.</p> <p>* This unit complements the concepts taught in Geography Year 6 Unit 2 – Australia’s connections with Asia by exploring how artists express cultural context, social concern, environmental and/or political issues in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal and Torres Strait Islander Peoples and Asian artists and consider this in the development of their own artworks experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context compare recontextualisation of readymades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern. 	<p>Design process</p> <p>Students explore the Design Process and use it to identify a need and design a product to enhance school engagement/ interaction / purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> explore and explain the work of designers who respond to culture, time and place, including Aboriginal and Torres Strait Islander peoples and Asian designers and use this in the development of their own artworks apply the design process in research and development of a product to meet the needs of the school environment, clients and/or culture using appropriate visual conventions (digital imaging, model making, drawing) to demonstrate vision as a designer plan the presentation of design process and product with explanation of need and solution to enhance meaning for audience compare design development of a familiar product as it is adapted for culture, time and place and use art terminology to explain aesthetic and functional adaptation of design.

All units developed using the Australian Curriculum: Visual Arts Years 5 and 6 content descriptions and achievement standard.

Teaching and learning – Year 6

English – Year 6							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Short stories</p> <p>Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read.</p>	<p>Writing a short story</p> <p>Students read and view short stories, and write a short story about a character who faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.</p>	<p>Examining advertising in the media</p> <p>Students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuade effect. They demonstrate their understanding of advertising texts' persuasive features through written responses to comprehension questions, the creation of their own digital multimodal advertisement and an explanation of creative choices.</p>	<p>Exploring news reports in the media</p> <p>Students listen to, read and view a variety of news reports from television, radio and internet. Students identify and analyse bias and the effectiveness of language devices that represent ideas and events and influence an audience. They create a written response to a news report.</p>	<p>Interpreting literary texts</p> <p>Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.</p>	<p>Exploring literary texts by the same author</p> <p>Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion.</p>	<p>Comparing texts</p> <p>Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.</p>	<p>Transforming a text</p> <p>Students read and compare literary and informative texts, such as websites and information texts, which deal with a sustainability issue. Students transform an informative text into a literary text for younger audiences.</p>

Mathematics – Year 6

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — identify & describe properties of prime & composite numbers, select & apply mental & written strategies to problems involving whole numbers Fractions and decimals — order & compare fractions with related denominators, add & subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition & subtraction of fractions Data representation and interpretation — revise different types of data displays, interpret data displays, investigate the similarities & differences between different data displays & identify the purpose & use of different displays & identify the difference between categorical & numerical data Chance — represent the probability of outcomes as a fraction or decimal & conduct chance experiments. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Using units of measurement — solve problems involving the comparison of lengths and areas, and interpret and use timetables Number and place value — apply efficient mental and written strategies to solve problems involving all four operations Fractions and decimals — solve problems involving addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages Money and financial mathematics — investigate and calculate percentage discounts of 10%, 25% and 50% on sale items. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Fractions and decimals — apply mental & written strategies to add & subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers & decimals by 10, 100 & 1000, apply mental & written strategies to multiply decimals by 1-digit whole numbers Shape — problem solve & reason to create nets & construct models of simple prisms & pyramids Using units of measurement — make connections between volume & capacity Number and place value — identify, describe & continue square & triangular number patterns, make generalisations about the relationship between square & triangular numbers, explore numbers below zero & position integers on a number line. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Patterns and algebra — continue & create sequences involving whole numbers & decimals, describe the rule used to create these sequences & explore the use of order of operations to perform calculations Number and place value — select & apply mental & written strategies & digital technologies to solve problems involving multiplication & division with whole numbers Geometric reasoning — make generalisations about angles on a straight line, angles at a point & vertically opposite angles, & use these generalisations to find unknown angles Fractions and decimals — locate, order and compare fractions with related denominators & locate them on a number line. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Money and financial mathematics – connect fractions & percentage, calculate percentages, calculate discounts of 10%, 25% & 50% on sale items Number and place value – identify & describe properties of prime, composite, square & triangular numbers, multiply & divide using written methods including a written algorithm, solve problems involving all four operations with whole numbers, compare & order positive & negative integers Location and transformation – identify the four quadrants on a Cartesian plane, plot & read points in all four quadrants, revise symmetry, reflection, rotation & translation, describe the effect of combinations of translations, reflections & rotations. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Fractions and decimals — add & subtract fractions with related denominators, calculate a fraction of a quantity, multiply & divide decimals by powers of ten, add & subtract decimals, multiply decimals by whole numbers, divide numbers that result in decimal remainders, make connections between fractions, decimals & percentages, solve problems involving fractions & decimals Using units of measurement — connect decimals to the metric system, convert between units of measure, solve problems involving length & area & connect volume & capacity Patterns and algebra — continue & create sequences involving whole numbers, fractions & decimals, describe the rule used to create the sequence & apply the order of operations to aid calculations. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Chance - conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, problem solve and reason by manipulating secondary data Patterns and algebra & Number and place value - represent number patterns in a table and graphically, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Data representation and interpretation — interpret and compare data displays, interpret secondary data, solve problems involving data, conversion of units of measure and computation Fractions and decimals — add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options Geometric reasoning — measure angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts Location and transformation — apply translations, reflections and rotations to create symmetrical shapes.

History – Year 6

Unit 1

Investigating the development of the Australian nation

Inquiry questions:

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?

Students:

- recognise key events in the development of Australia as a nation
- appreciate how Australians came to live together and were governed overtime
- investigate Australia's path to Federation from the late 1800s to 1901
- examine sources presenting different perspectives on Federation and preferred models of government, including British and American influences on Australia's system of law and government
- describe the experiences of Australian democracy and citizenship by a range of groups, including the status and rights of Aboriginal people and/or Torres Strait Islander peoples
- identify continuity or change
- explain the significance of individuals or groups who advocated for rights or were the beneficiaries of policies and legislation.

Unit 2

Investigating the development of Australia as a diverse society

Inquiry questions:

- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

Students:

- locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated
- investigate the contributions of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants to the development of Australian society.

Unit 1	Unit 2
<p>Exploring a diverse world</p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> • How do places, people and cultures differ across the world? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at different scales, including Australia and the location of the major countries in the Asia region • understand that the range environments across the world has led people to create communities characterised by diversity, for example, diversity in beliefs, economic activity and varied ways of living • use geographical tools to identify the geographical divisions of Asia, locate the major countries of Asia, and describe their relative and absolute location to Australia using direction and distance • collect and record relevant geographical data and information from secondary sources to identify the distribution of Indigenous or First peoples in selected countries in Asia and the Pacific • represent data in different forms • represent the location of places and their characteristics in different graphic forms, including constructing large-scale and small scale maps conforming to cartographic conventions • interpret data and other information to identify patterns and trends, and infer relationships between economic, demographic and social characteristics of selected countries in Asia and Australia • form conclusions about geographical diversity within Asia and that this diversity is expressed as differences in economic, demographic and social characteristics 	<p>Exploring Australia’s connections with other countries</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What are Australia’s global connections between people and places? • How do people’s connections to places affect their perception of them? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at different scales, including Australia major countries of Asia or a region within Asia • understand that the characteristics of places are affected by global and local influences, and becoming increasingly connected at the same scale and across scales • develop an inquiry question about the ways people in their local community are connected to Asia or a selected country of Asia, and plan an inquiry guided by this question • collect and record relevant geographical data and information from primary and secondary sources on significant events that connect people and places throughout the world and the various connections Australia has with Asia or a selected country of Asia • collect and record relevant geographical data and information, using ethical protocols, from primary and/or secondary sources, on how these connections change people and places • evaluate sources for their usefulness • present findings, using geographical terms, on how connections between Australia and Asia or a selected country of Asia are reciprocal and interdependent, and have changed places and affected people • propose action on how to increase the awareness of the effect of people’s connections to and proximity of people to places has on their awareness and opinion of places in Asia or a selected country of Asia, and describe the expected effects of their proposal

Civics and citizenship – Years 5 and 6	
Unit 1	Unit 2
<p>Participating in Australia’s democracy</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is democracy in Australia and why is voting in a democracy important? • How do laws affect the lives of citizens? • How and why do people participate in groups to achieve shared goals? <p>Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally and nationally.</p> <p>Students are introduced to the key values of Australia’s liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Students expand on their knowledge of the law by studying how laws affect the lives of citizens. Students also investigate the role of groups in our community.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>	<p>Exploring the roles and responsibilities of governments and citizens in Australia</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the roles and responsibilities of the different levels of government in Australia? • How are laws developed in Australia? • What does it mean to be Australian citizen? <p>Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally.</p> <p>Students study of the key institutions of Australia’s democratic government, including state/territory and federal parliaments, and the court system. Students learn how state/territory and federal laws are made in a parliamentary system. Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails. They also explore the obligations that people may have as global citizens.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>
Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 5 content descriptions and achievement standard.	Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 6 content descriptions and achievement standard.

Economics and business – Years 5 and 6	
Unit 1	Unit 2
<p>Exploring decision-making in everyday life</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do I have to make choices as a consumer? • What influences the decisions I make? • What can I do to make informed decisions? <p>Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar personal or community economics or business issue they may experience in their everyday life (for example, determining what items to sell as part of the school's fundraising activities).</p> <p>The economics or business issue investigated will enable students to: distinguish between needs and wants and recognise why choices need to be made about how limited resources are used; understand there are different types of resources and that societies use them to satisfy needs and wants of present and future generations; and understand that a variety of factors influence consumer choices and different strategies can be used to help make informed personal consumer and financial choices.</p>	<p>Making decisions to benefit my community</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why are there trade-offs associated with making decisions? • What are the possible effects of my consumer and financial choices? • Why do businesses exist and what are the different ways they provide goods and services? <p>Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar community or regional economics or business issue that may affect the individual or the local community (for example, making a purchasing decision about what mobile phone to buy based on the analysis of available options and trade-offs; or determining how to efficiently make use of a community space by comparing and weighing up the advantages and disadvantages of each available option for the individual, community and the environment).</p> <p>The economics or business issue investigated will enable students to: recognise the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs; describe the effects of consumer and financial decisions on the individual, the broader community and the environment; and identify the reasons businesses exist and the different ways they provide goods and services.</p>
Unit 1 developed using the Australian Curriculum: Economics and Business Year 5 content descriptions and achievement standard.	Unit 2 developed using the Australian Curriculum: Economics and Business Year 6 content descriptions and achievement standard.

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>Who influences me?</p> <p>Students explore how important people in their lives and the media can influence health behaviour. Students examine how membership of different groups and personal qualities shape identity. Students examine influences on health behaviour and construct a health message for their peers.</p> <p>Students:</p> <ul style="list-style-type: none"> investigate membership of groups explore how personal qualities shape identity examine how personal identity changes over time understand the meaning of the terms celebrity, hero and role model investigate the influence of celebrities, heroes and role models on identity explore different health messages and how they are communicated investigate the use and influence of high profile people as health messengers explore different influences on personal choices reflect on how influences on their choices have changed over time consider the influence they have on the health choices of others recognise that there are different health issues for different life stages consider the different ways health messages are communicated. 	<p>Let's all be active</p> <p>Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <p>Students:</p> <ul style="list-style-type: none"> review their physical activity choices and reasons for participation. explore different physical activities including those from Aboriginal and Torres Strait Islander people's and Asian cultures. discuss selected findings about physical activity participation for young Australians. determine methods to gather and record information on physical activity participation. discuss how food choices support participation in physical activity. identify the benefits of participating in physical activity for all the dimensions of health. discuss how physical activity creates connections to the natural environment. review information on physical activity. consider factors that contribute to the creation of a physical activity. investigate technologies that support physical activity. 	<p>What am I drinking?</p> <p>Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.</p> <p>Students:</p> <ul style="list-style-type: none"> understand how drink choices affect health and wellbeing examine drink labels and consider drink alternatives understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities. 	<p>Transitioning</p> <p>Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the feelings and emotions associated with new situations and coping with change discuss the knowledge and skills that help people adapt to new situations reflect on the way they adapt to change examine how communication skills support positive relationships explore the similarities and differences between primary and secondary school examine how students experience diversity during their transition to secondary school discuss how diversity has positive influences on individuals and communities.

All units developed using the Australian Curriculum: Health and Physical Education Year 5 and 6 content descriptions and achievement standard.

Health and Physical Education – Year 6

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Surf or turf Junior Lifesaver</p> <p>Students practice specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue and real life situations. Students apply critical and creative thinking processes in order to generate and assess solutions to lifesaving challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> develop and extend swimming strokes develop and demonstrate lifesaving skills of stride entry, treading water and rope rescue in different movement challenges perform freestyle, backstroke, breaststroke and survival backstroke. perform lifesaving skills and strategies to solve challenges in lifesaving scenarios. 	<p>Athletic spectacle (Year 4 Unit 2)</p> <p>Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Students:</p> <ul style="list-style-type: none"> refine fundamental movement skills of running, throwing and jumping combine fundamental movement skills to form sequences apply the elements of movement to refine sequences apply sequences to perform athletic events. ✓ Adjusted GTMJ 	<p>‘All codes’ football</p> <p>Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in “All codes” football.</p> <p>Students:</p> <ul style="list-style-type: none"> develop, practice and perform passing (shoulder and push pass), kicking (punt kick), and catching skills (taking a mark) in game situations propose and combine movement concepts (space, effort, time and relationships) to achieve outcomes develop attacking and defensive strategies in a range of contexts apply attacking and defensive strategies to “All codes” football 	<p>Over the net</p> <p>Students perform specialised tennis skills. They combine and perform specialised tennis skills to open up space on the court to win or gain the upper hand within gameplay. Students demonstrate skills to work collaboratively and play fairly during tennis related activities and games.</p> <p>Students:</p> <ul style="list-style-type: none"> develop the specialised movement skills and concepts of tennis. apply the specialised movement skills and concepts participate positively in groups and teams work collaboratively and play fairly during tennis related activities and games perform specialised movements to solve movement challenges

All units developed using the Australian Curriculum: Health and Physical Education Year 5 and 6 content descriptions and achievement standard.

Languages — French – Years 5 and 6

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>What's in a name?</p> <p>In this unit, students use language to communicate ideas relating to personal names and personal identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about personal identity create connected texts using descriptive language use a range of language to give personal information about identity for a range of purposes participate in intercultural experience to notice, compare and reflect on language and culture. 	<p>What is a family?</p> <p>In this unit, students use introductory French language in written and spoken modes to communicate ideas about family photographs.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts that describe family photographs create connected texts using descriptive language describe an event, including observations of actions, and make connections to their own feelings participate in an intercultural experience to notice, compare and reflect on language and culture. 	<p>What are personal spaces?</p> <p>In this unit, students will explore the concept of personal spaces, within their home environment and the target country.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with language in texts about different places in which children feel comfortable listen to people talk about their favourite places create texts about personal spaces participate in intercultural experiences to notice, compare and reflect on language and culture. 	<p>How do we play?</p> <p>In this unit, students will use language to explore the concept of play.</p>	<p>What is character?</p> <p>In this unit, students use language to discuss characteristics of people they admire and action heroes.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written imaginative texts about the representation of character. re-interpret or create alternative versions of action heroes using different modes or contexts design an action hero who exemplifies his or her personal qualities participate in intercultural experience to notice, compare and reflect on language and culture. 	<p>What is change?</p> <p>In this unit, students use language to describe feelings relating to moving from familiar to the unfamiliar to start a new life.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written imaginative and informative texts describing the emotional experience of establishing oneself in a new place convey the migrant experience using expressive language to express feelings re-interpret or create an alternative version of the migrant experience through drama participate in intercultural experience to notice, compare and reflect on language and culture. 	<p>What is school life?</p> <p>In this unit, students use language to explore the concept of school life in the target country and make connections with their own school experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about the school experience in French-speaking countries create connected texts to describe their school experiences including routines, timetables, lunches and eating practices. use a range of language to discuss their school experiences participate in an intercultural experience to notice, compare and reflect on language and culture. 	<p>What do my interests say about me?</p> <p>In this unit, students will use language to explore the concept of personal interests.</p>

All units developed using the Australian Curriculum: Languages — French Years 5 and 6 content descriptions and achievement standard.

Languages — Japanese – Years 5 and 6

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>What's in a name?</p> <p>In this unit, students use language to communicate ideas relating to personal names and personal identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with language in texts about popular names identify meaning in names and the reasons for conventions about family and personal names listen to people talk about personal and family names participate in intercultural experience to notice, compare and reflect on language and culture. 	<p>What is a family?</p> <p>In this unit, students use language to communicate ideas relating to the concept of family and identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> introduce themselves and other family members interact with peers about family members and activities identify language and behaviours that reflect relationships and values in Japanese society develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'. 	<p>What are personal spaces?</p> <p>In this unit, students will explore the concept of personal spaces within their home environment and the target country.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with language in texts about children's favourite places to spend time listen to children talk about the places in which they feel comfortable create texts about personal spaces participate in intercultural experiences to notice, compare and reflect on language and culture. 	<p>How do we play?</p> <p>In this unit, students will use language to explore the concept of play.</p>	<p>What is character?</p> <p>In this unit, students use language to create and describe action heroes to entertain others.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written imaginative texts about the representation of action heroes re-interpret or create alternative versions of action heroes using different modes or contexts design an action hero with their qualities portrayed in a comic strip participate in intercultural experience to notice, compare and reflect on language and culture. 	<p>What is change?</p> <p>In this unit, students explore the concept of change and use language to describe feelings in situations involving change.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written imaginative and informative texts describing the emotional experience of dealing with change such as establishing oneself in a new place, encountering a new situation convey the experience of moving from a familiar to an unfamiliar situation using expressive language to convey feelings create a children's story book in which a character journeys from a familiar to an unfamiliar situation participate in intercultural experience to notice, compare and reflect on language and culture. 	<p>What is school life?</p> <p>In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about school in Japan use a range of language to discuss school experiences participate in an intercultural experience to notice, compare and reflect on language and culture. 	<p>What do my interests say about me?</p> <p>In this unit, students will use language to explore the concept of personal interests.</p>

All units developed using the Australian Curriculum: Languages — Japanese Years 5 and 6 content descriptions and achievement standard.

Design and Technologies

Food specialisations: Quench

Students investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene. They design a safe and hygienic environment to make a healthy drink that meets a specific need.

Students explore food technology occupations and how people in those roles address factors such as sustainability in the production and delivery of food to meet community needs.

Students apply the following processes and production skills:

- investigating by:
 - critiquing needs or opportunities for different types of drink
 - testing ingredients, equipment and processes
- generating and documenting design ideas for a drink suited to a purpose and client group and a safe hygienic environment for preparing it
- producing a drink by applying safe and hygienic procedures in a designed environment
- evaluating design ideas, processes and solutions against negotiated criteria for success, including sustainability
- collaborating as well as working individually throughout the process
- managing by developing project plans that include resources.

Suggested partner units:

- Health and Physical Education Year 5 Healthy habits
- Health and Physical Education Year 6 What am I drinking?

Engineering principles and systems: Hands off

Students investigate how forces or electrical energy can control movement, sound or light in a designed product or system. They produce a prototype electrical security device to protect a personal item or area.

They explore the role of people in engineering technology occupations in developing solutions for current and future use.

Students apply these processes and production skills:

- investigating by:
 - analysing technologies applied in security systems
 - testing circuits and devices that control movement, sound or light
- generating and documenting design ideas for security devices using technical terms and graphical representation techniques
- producing a functional prototype by safely using materials, components, tools and techniques
- evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability
- collaborating as well as working individually throughout the process
- managing by developing project plans that include resources.

Suggested partner units:

- Science Year 6 Energy and electricity

Food and fibre production: Sow and grow

Students investigate how and why food and fibre are produced in managed environments. They design a service for the distribution of plants in the local community.

They explore the role of design in food and fibre production occupations to develop solutions for current and future use. Students apply these processes and production skills:

- investigating by:
 - analysing managed environments in food and fibre production
 - testing packaging options and methods for delivering information
- generating and documenting design ideas for production environments using technical terms and graphical representation techniques
- maintaining the health of plants, creating care instructions and packaging for safe delivery using materials, components, tools and techniques
- evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability
- collaborating as well as working individually throughout the process
- managing by developing sequenced project plans that include resources.

Suggested partner units:

- Economics and Business Year 5 Exploring decision-making in everyday life
- Geography Year 5 Exploring how places are changed and managed by people
- Science Year 6 Life on Earth

Materials and technologies specialisations: Design for nature

Students investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They design a product to meet an identified need or opportunity for wildlife in their local area. They explore the role of people in a range of technologies occupations and the tools and techniques they use.

Students apply these processes and production skills:

- investigating by:
 - analysing needs and opportunities for designing
 - analysing technologies and design features used in wildlife management
 - testing tools and techniques with a range of materials
- generating and documenting design ideas for a wildlife management product
- producing a wildlife management product for an identified need
- evaluating design ideas, processes and solutions against negotiated criteria for success
- collaborating as well as working individually throughout the process
- managing by developing project plans that include resources.

Suggested partner units:

- Science Year 5 Survival in the Australian environment

Unit 1

A-maze-ing digital designs

In this unit students engage in a number of activities, including:

- investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems
- examining a maze game to explore algorithm design and develop skills in using a visual programming language
- working collaboratively to create a new maze game.

Students apply a range of skills and processes when creating digital solutions. They:

- define problems clearly by identifying appropriate data and functional requirements
- design a user interface, considering alternatives and design principles
- follow, modify and design algorithms using diagrams and simple statements, relating particular programming language statements (steps and decisions) to actions in the game
- implement their game using visual programming and including steps, branching and repetition
- evaluate how well their solutions meet defined requirements
- manage, create and communicate ideas online during collaborative projects including negotiating, providing feedback and developing plans to complete tasks and applying social, ethical and technical protocols.

Suggested partner units:

- English Year 5 Creating fantasy characters
- English Year 6 Comparing texts

Unit 2

Data changing our world

In this unit Students investigate how information systems meet local and community needs and will create an interactive spreadsheet solution that helps people make healthy food choices.

Learning opportunities will include:

- exploring how community organisations collect data and present information to meet community needs
- transforming raw data into a visual form to create information that is easily understood
- creating a data-driven solution that processes user input to inform about health issues.

Students apply a range of skills and processes when creating digital solutions. They:

- explore information systems, including systems that deliver community information, promote health and wellbeing, and explain how they meet needs
- collect, manage and analyse data using a range of software (such as spreadsheets)
- interpret and visualise data to create information
- define problems by considering what the need is, what data is required, who the audience is and how They interact with the solution, and what features need to be included
- implement a digital solution that automates the processing of user input and presentation of information to solve a defined problem
- explain how their solutions meet identified needs
- manage, create and communicate ideas and information, applying agreed social and ethical protocols
- apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and information.

Suggested partner units:

- Mathematics Year 5 Data representation
- Health and Physical Education Year 6 PPS What am I drinking?

The Arts – Years 5 and 6

Dance

Unit 1	Unit 2	Unit 3
<p>Symmetry and dance*</p> <p>Students make and respond to dance by exploring symmetry as stimulus.</p> <p>*This unit complements the concepts taught in Mathematics Year 5 Unit 3 – Location and transformation (symmetry).</p> <p>Students:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer's ideas on symmetry • explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts. 	<p>Dance landscapes *</p> <p>Students make and respond to dance from Australia and Asian countries using cultures and landscapes as stimulus.</p> <p>*This unit complements the concepts taught in Geography Year 6 Unit 1 – Exploring a diverse world.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances which represent ideas about Australian/Asian cultures and landscapes. • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate ideas about Australian/Asian cultures and landscapes • explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts. 	<p>Adventures in dance</p> <p>Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer's ideas about an adventure story • explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts.

All units developed using the Australian Curriculum: Dance Years 5 and 6 content descriptions and achievement standard.

The Arts – Years 5 and 6

Drama

Unit 1	Unit 2	Unit 3
<p>Natural disasters*</p> <p>Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus.</p> <p>*This unit complements the concepts taught in Science Year 6 Unit 3 – Our changing world.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations in response to stimulus of natural disasters • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience • explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities. 	<p>My hero*</p> <p>Students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus.</p> <p>*This unit complements the concepts taught in Geography Year 5 Unit 1 – Exploring how peoples and places affect one another.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situations • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories (including those of Europe and North America) and engage an audience • explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts in Europe and North America. 	<p>Performance and design — Transformations</p> <p>Students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, puppetry, clowning, mask, media, props and alternate performance spaces.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in drama forms that use more than the human body through improvisations, playbuilding and scripted drama to develop characters and situations • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action in drama forms that use more than the human body • rehearse and perform devised and scripted drama, in drama forms that use more than the human body, to develop narrative, drive dramatic tension, and use dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience • explain how the elements of drama and production elements, in drama forms that use more than the human body, communicate meaning by comparing drama from different social, cultural and historical contexts.

All units developed using the Australian Curriculum: Drama Years 5 and 6 content descriptions and achievement standard.

The Arts – Years 5 and 6

Media Arts

Unit 1	Unit 2	Unit 3
<p>Light and shadow*</p> <p>Students shape time and space to explore representations in media art forms.</p> <p>*This unit complements the concepts taught in Science Year 5 Unit 4 – Now you see it by exploring form, light and shadow in film and photography.</p> <p>Students:</p> <ul style="list-style-type: none"> explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Documentary — what’s the story*</p> <p>Students create a documentary style film to tell the personal story of someone known to them or researched.</p> <p>*This unit complements the concepts taught in History Year 6 Unit 2 – Investigating the development of Australia as a diverse society by exploring and presenting stories of people from their community who add to the diversity</p> <p>Students:</p> <ul style="list-style-type: none"> explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Music video</p> <p>Students explore music video styling, concepts and production processes from ideation to creation.</p> <p>Students:</p> <ul style="list-style-type: none"> explore representations and characterisations of people in music video and how point of view is controlled by creators of music video through story principles and genre conventions experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Media Arts Years 5 and 6 content descriptions and achievement standard.

The Arts – Years 5 and 6

Music

Unit 1	Unit 2	Unit 3
<p>Going to the movies*</p> <p>Students make and respond to music exploring pieces of music that tell a story, and music that appears in film.</p> <p>*This unit complements the concepts taught in English Year 5 Unit 7 – Exploring narrative through novels and film.</p> <p>Students:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films, for example driving the action, setting the scene and mood and portraying characters develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience explain how the elements of music communicate meaning by comparing music from a variety of segments of film. 	<p>Around the world with music*</p> <p>Students make and respond to music exploring the music-making of other cultures through their music journal.</p> <p>*This unit complements the concepts taught in Geography Year 6 Unit 2 – Exploring Australia’s connections with other places.</p> <p>Students:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience explain how the elements of music communicate meaning by comparing music from different cultures. 	<p>Rhythmic riot</p> <p>Students make and respond to music by exploring the concept of ostinato – a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.</p> <p>Students:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion develop technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinati rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion.

All units developed using the Australian Curriculum: Music Years 5 and 6 content descriptions and achievement standard.

The Arts – Years 5 and 6

Visual Arts

Unit 1	Unit 2	Unit 3
<p>The animal within*</p> <p>Students focus on representation of animals as companion, metaphor, totem and predator.</p> <p>* This unit complements the concepts taught in Science Year 5 Unit 1 – Survival in the Australian environment by exploring the representation of animals by artists in three-dimensional form.</p> <p>Students:</p> <ul style="list-style-type: none"> explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. 	<p>Say it with art*</p> <p>Students explore recontextualisation of objects and non-traditional art materials to communicate ideas.</p> <p>* This unit complements the concepts taught in Geography Year 6 Unit 2 – Australia’s connections with Asia by exploring how artists express cultural context, social concern, environmental and/or political issues in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal and Torres Strait Islander Peoples and Asian artists and consider this in the development of their own artworks experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context compare recontextualisation of readymades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern. 	<p>Design process</p> <p>Students explore the Design Process and use it to identify a need and design a product to enhance school engagement/ interaction / purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> explore and explain the work of designers who respond to culture, time and place, including Aboriginal and Torres Strait Islander peoples and Asian designers and use this in the development of their own artworks apply the design process in research and development of a product to meet the needs of the school environment, clients and/or culture using appropriate visual conventions (digital imaging, model making, drawing) to demonstrate vision as a designer plan the presentation of design process and product with explanation of need and solution to enhance meaning for audience compare design development of a familiar product as it is adapted for culture, time and place and use art terminology to explain aesthetic and functional adaptation of design.

All units developed using the Australian Curriculum: Visual Arts Years 5 and 6 content descriptions and achievement standard.

Key
General Capabilities:- Literacy Numeracy ICT capability Critical and creative thinking Personal and social capability Ethical Understanding Intercultural understanding
Cross-curriculum priorities:- Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's engagement with Asia Sustainability

Year / Bands	Unit 1										Unit 2										Unit 3										Unit 4									

HISTORY																				
P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
7A	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
7B	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
7C	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
8A	✓		✓	✓		✓			✓		✓	✓		✓		✓	✓		✓	✓
8B	✓		✓	✓	✓		✓		✓		✓	✓		✓		✓	✓		✓	✓
8C	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9A	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9B	✓			✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9C	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10A	✓			✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10B	✓			✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10C	✓			✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

GEOGRAPHY																				
P	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓
1	✓	✓	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓
2	✓	✓	✓	✓		✓	✓	✓		✓	✓		✓		✓	✓		✓	✓	✓
3	✓	✓	✓	✓		✓	✓	✓		✓	✓		✓		✓	✓		✓	✓	✓
4	✓	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓		✓	✓	✓
5	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓
6	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓
8	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓
9	✓			✓		✓			✓		✓		✓		✓			✓		✓
10	✓	✓		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓		✓		✓

CIVICS AND CITIZENSHIP																				
3 - 4	✓			✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
5 - 6	✓			✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
7 - 8	✓			✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
9 - 10	✓			✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

ECONOMICS AND BUSINESS																				
5 - 6	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓					✓
7 - 8	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓				✓

Key	General Capabilities:- Literacy Numeracy ICT capability Critical and creative thinking Personal and social capability Ethical Understanding Intercultural understanding Cross-curriculum priorities:- Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's engagement with Asia Sustainability
------------	--

Unit 1	Unit 2	Unit 3	Unit 4
Bands	Bands	Bands	Bands

HEALTH AND PHYSICAL EDUCATION																																																
P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								
1 – 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
3 – 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
5 – 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
7 – 8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
9 – 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

LANGUAGES – FRENCH																																																			
Unit 1									Unit 2									Unit 3									Unit 4																								
5 – 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							
7 – 8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
9 – 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Unit 5									Unit 6									Unit 7									Unit 8																								
5 – 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
7 – 8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9 – 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

LANGUAGES – JAPANESE																																																					
Unit 1									Unit 2									Unit 3									Unit 4																										
5 – 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
7 – 8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
9 – 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Unit 5									Unit 6									Unit 7									Unit 8																										
5 – 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
7 – 8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9 – 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Key	General Capabilities:- Literacy Numeracy ICT capability Critical and creative thinking Personal and social capability Ethical Understanding Intercultural understanding
	Cross-curriculum priorities:- Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's engagement with Asia Sustainability

	Unit 1								Unit 2								Unit 3								Unit 4											
Bands																																				

TECHNOLOGIES – DESIGN AND TECHNOLOGIES

P-2	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓										
3-4	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓		✓											
5-6	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
7-8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓		✓											✓
9-10	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

TECHNOLOGIES – DIGITAL TECHNOLOGIES

P-2	✓	✓	✓	✓	✓	✓																																	
3-4	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓																								
5-6	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓				✓																					
7-8	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓				✓																				
9-10	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓				✓																					

