A great place to grow, a greater place to learn

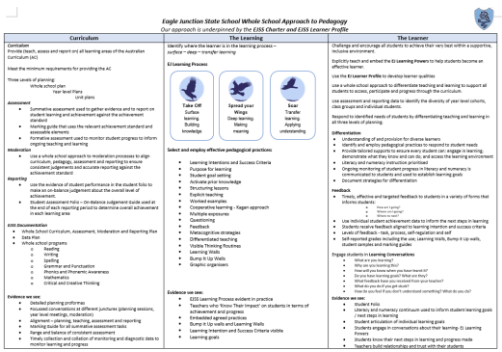
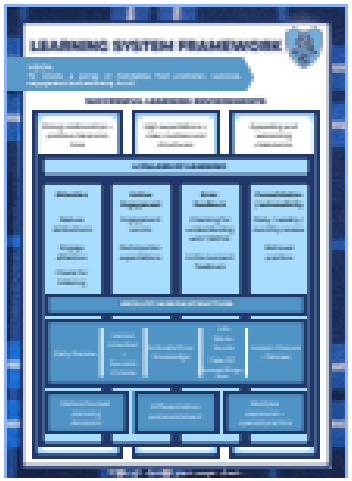
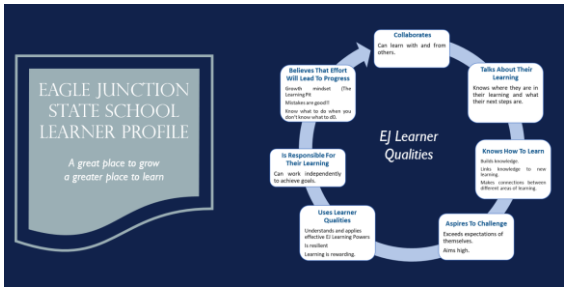
Eagle Junction State School 2026

Whole-school curriculum, assessment and reporting plan: P–6

Introduction

Eagle Junction State School's Curriculum, Assessment, and Reporting Plan (CARP) ensures a cohesive and structured progression of learning from Prep through to Year 6. The CARP is regularly audited and monitored to guarantee both horizontal alignment (within each year level) and vertical alignment (ensuring a seamless progression across year levels).

Our educational approach integrates the principles of Visible Learning, which are embedded in our programs and pedagogical practices, forming a core element of 'The EJ Way.' This approach to learning is clearly articulated in the EJSS Learning System Framework, EJSS Charter and the EJSS Learning Profile. Our Whole School Approach to Pedagogy is grounded in the principles of Visible Learning, as well as key pedagogical principles related to the curriculum, the learner, and the learning. These principles collectively inform our planning, teaching, and assessment practices to effectively meet the diverse learning needs of our students.

Whole School Approach to Pedagogy	***Learning System Framework***	***EJSS Charter***	***EJSS Learning Profile***
			

Intended Curriculum

At Eagle Junction State School, we plan, teach, assess and report using the ***Australian Curriculum*** (https://www.australiancurriculum.edu.au/ and https://v9.australiancurriculum.edu.au/)

- English
- Mathematics
- Science
- History and Social Sciences (HASS)
- Health and Physical Education (HPE)
- Languages – Japanese (Year 3 - Year 6)
- Technologies - Digital Technologies, Design and Technologies
- The Arts - Music, Dance, Visual Arts, Media Arts, Drama

A number of specialist teachers provide lessons in the areas of:

- HPE: Physical Activity
- The Arts: Music and Dance
- Languages: Japanese for Years 4- 6
- Focused and Intensive Teaching

Our teachers engage in a rigorous planning process to develop a shared understanding of the alignment between the curriculum intent, assessment, teaching and learning sequence, and reporting.

Assessment and monitoring

At Eagle Junction State School, our educators utilise a range of summative assessment tasks, monitoring strategies, and monitoring tools to diagnose learning needs, measure student achievement, and inform instructional practices. Assessment is consistent across year levels and is strategically front-ended at the beginning of each unit. Students are assessed both throughout and at the conclusion of each unit to evaluate their overall understanding. Additionally, students in Years 3 and 5 participate in the National Assessment Program in Literacy and Numeracy (NAPLAN) to further gauge their academic progress.

Sequencing Teaching and Learning

Our *Whole School Curriculum, Assessment, and Reporting Plan* ensures a cohesive and progressive sequence of learning across all year levels. Students are provided with a diverse range of learning opportunities within each learning area, while also being encouraged to engage in a variety of additional curriculum offerings.

Eagle Junction State School's curriculum, assessment, and reporting processes are informed by the department's commitment to *Brighter Futures – Delivering excellence in every state school, for every student*. Our curriculum programs are designed to ensure that all students can access and actively participate alongside their peers, supported by tailored supports that address their individual learning needs.

Making Judgements

A rigorous, whole-school approach to moderation ensures the alignment of curriculum, pedagogy, assessment, and reporting. By moderating at key points throughout the teaching and learning cycle, year-level teams can make consistent and informed judgments, accurately reporting against the achievement standards. Moderation occurs both within year-level teams and through collaboration with teachers from other schools within the City Collective.

At Eagle Junction State School, we:

- foster a shared understanding of assessment literacy.
- utilise moderated data to inform the next steps in teaching and learning.
- use data from moderation processes to drive continuous improvement.

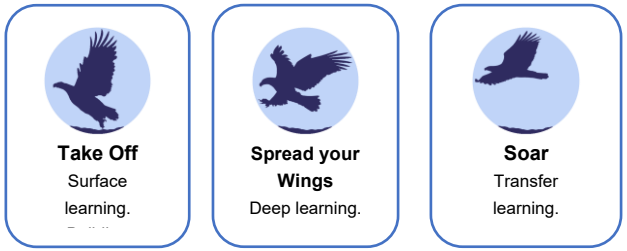
These moderation practices strengthen the confidence of students, teachers, parents, and the wider community in the consistency of teacher judgments and the accuracy of academic reporting.

Quality Feedback Processes – Reporting

Feedback for parents regarding their child's achievement is provided through two primary formats: written reports at the end of each semester and student progress meetings held at the midpoint of each semester. Written reports reflect students' knowledge and understanding of the concepts and skills taught and assessed during the semester. These reports are informed by a variety of summative assessment tasks and monitoring strategies. Student achievement is evaluated using a five-point scale aligned with the Australian Curriculum year-level achievement standard for each subject.

In addition, students receive feedback through both formal and informal methods, including teacher conferences, written and verbal feedback, peer feedback, and self-reflection, ensuring a comprehensive approach to supporting their learning and development.

Eagle Junction State School Whole School Approach to Pedagogy - our approach is underpinned by the EJSS Charter and EJSS Learner Profile

Curriculum	The Learning	The Learner
Curriculum Provide (teach, assess and report on) all learning areas of the Australian Curriculum (AC) Meet the minimum requirements for providing the AC Three Levels of planning: Whole school planning – Curriculum Provision Year level planning Unit planning – proformas ***Assessment*** • Summative assessment used to gather evidence and to report on student learning and achievement against the achievement standard • Marking guide that uses the relevant achievement standard and assessable elements • Formative assessment used to monitor student progress to inform ongoing teaching and learning ***Moderation*** • Use a whole school approach to moderation processes to align curriculum, pedagogy, assessment and reporting to ensure consistent judgements and accurate reporting against the achievement standard ***Reporting*** • Use the evidence of student performance in the student folio to make an on-balance judgement about the overall level of achievement. • Student Assessment Folio – On-Balance Judgement Guide used at the end of each reporting period to determine overall achievement in each learning area ***EJSS Documentation*** • Whole School Curriculum, Assessment, Moderation and Reporting Plan • Data Plan • Whole school programs	Shared understanding and language about pedagogy Identify where the learner is in the learning process – *surface – deep – transfer learning*. **EJ Learning Process**  **Pedagogical practices for learning:** • Learning Intentions and Success Criteria • Purpose for learning • Learning Goals • Activate prior knowledge – make connections • Releasing responsibility • Explicit instruction • Collaborating -cooperative learning • Practising • Questioning • Feedback • Metacognitive strategies & reflecting • Developing language **Agreed practices** • Learning Powers • Learning Intentions and Success Criteria • Learning Goals • EJ Learning Process • Feedback • Learning Pit	Challenge and encourage all students to achieve their very best within a supportive, inclusive environment. Explicitly teach and embed the **EJ Learning Powers** to help students become an effective learner. Use the **EJ Learner Profile** to develop learner qualities Use a whole school approach to differentiate teaching and learning to support all students to access, participate and progress through the curriculum. Use assessment and reporting data to identify the diversity of year level cohorts, class groups and individual students. Respond to identified needs of students by differentiating teaching and learning in all three levels of planning. **Differentiation** • Understanding of and provision for diverse learners • Identify and employ pedagogical practices to respond to student needs • Provide tailored supports to ensure every student can: engage in learning; demonstrate what they know and can do; and access the learning environment • Literacy and numeracy instruction prioritised • Ongoing monitoring of student progress in literacy and numeracy is communicated to students and used to establish learning goals • Document strategies for differentiation **Feedback** • Timely, effective and targeted feedback that informs students: ○ *How am I going?* ○ *Where am I going?* ○ *Where to next?* • Use individual student achievement data to inform the next steps in learning • Students receive feedback aligned to learning intention and success criteria • Levels of feedback - task, process, self-regulation and self • Self-reported grades including the use of; Learning Walls, Bump It Up walls, student samples and marking guides • Engage students in **Learning Conversations** ○ *What are you learning?* ○ *Why are you learning this?* ○ *How will you know when you have learnt it?* ○ *Do you have learning goals? What are they?* ○ *What feedback have you received from your teacher?* ○ *What do you do if you get stuck?*
Evidence we see: • Detailed planning proformas • Focussed conversations at different junctures (planning sessions, year level meetings, moderation) • Alignment – planning, teaching, assessment and reporting • Marking Guide for all summative assessment tasks • Range and balance of consistent assessment • Timely collection and collation of monitoring and diagnostic data to monitor learning and progress	**Evidence we see:** • EJSS Learning Process evident in practice • Teachers who 'Know Their Impact' on students in terms of achievement and progress • Embedded agreed practices • Bump it Up walls and Learning Walls • Learning Intention and Success Criteria visible • Learning goals	**Evidence we see:** • Student Folio • Literacy and numeracy continuum used to inform student learning goals / next steps in learning • Student articulation of individual learning goals • Students engage in conversations about their learning • Students know their next steps in learning and progress made • Academic Case Management • Student Support Services model

LEARNING SYSTEM FRAMEWORK

VISION:
To create a sense of belonging that promotes success, engagement and wellbeing for all.

SUCCESSFUL LEARNING ENVIRONMENTS

Strong relationships + positive classroom tone

High expectations + clear routines and structures

Appealing and welcoming classrooms

4 PILLARS OF LEARNING

Attention

Reduce distractions

Engage attention

Check for listening

Active Engagement

Engagement norms

Participation expectations

Error Feedback

Checking for understanding with TAPPLE

In the moment feedback

Consolidation / automaticity

Daily / weekly / monthly review

Retrieval practice

EXPLICIT LESSON STRUCTURE

Daily Review

Lesson Intention + Success Criteria

Activate Prior Knowledge

I do
We do
You do

Take Off
Spread Wings
Soar

Lesson Closure / Review

Data-informed planning decisions

Differentiation and enrichment

Multiple exposures + spaced practice

Take off. Spread your wings. Soar.

2026 Time Allocations

see *K-12 Curriculum, Assessment and Reporting Framework*

guidelines for v9 Australian Curriculum

Minimum requirements for learning areas in Prep to Year 6

Prep Year	
Australian Curriculum learning areas	**How to provide (teach, assess and report on) or experience (teach and monitor)**
English Mathematics Health and Physical Education	**Provide (teach, assess and report on)** in every semester in Prep
Science Humanities and Social Sciences Technologies The Arts[10] Music (where there is a Specialist Music Teacher)[11]	**Provide or experience[12] (teach and monitor[13])** in at least one semester in Prep › Prep achievement standards are available for each learning area and are used to inform teaching and learning. › Experiencing means that students access teaching and learning in these learning areas and learning is monitored rather than summatively assessed and reported on. More information about assessment is found in *Assessment in Prep to Year 10*. Schools determine whether some or all experienced learning areas appear on the students' academic report. › Experiencing ensures continuity of learning in an age-appropriate way and that the necessary learning for success in Year 1 is undertaken.
Languages[14]	Languages is encouraged in Prep

In Prep, decisions about which learning areas will be **provided** and which will be **experienced** are documented in OneSchool using the Curriculum provision and reporting plan functionality. Schools select the semester, the time allocated and whether or not the learning area will be reported on. A *Curriculum provision plan* report can be generated.

Years 1 to 6	
Australian Curriculum learning areas	**How to provide (teach, assess and report on)**
English Mathematics	**Provide** in every semester every year
Health and Physical Education Science Humanities and Social Sciences Music (where there is a Specialist Music Teacher)[11]	**Provide** in at least one semester every year
Technologies The Arts [10]	**Provide** in at least one semester in the band
Languages[14]	Languages is encouraged in Years 1 to 4 **Provide** in at least one semester in each year in Years 5 and 6

Recommended time allocations[15] in hours per year or band of years

Australian Curriculum Learning areas	Hours	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	per year	280	280	280	280	280	240	240
	per week	7	7	7	7	7	6	6
Mathematics	per year	200	200	200	200	200	200	200
	per week	5	5	5	5	5	5	5
Health and Physical Education	per band/year	80	160 (80 hours per year)		160 (80 hours per year)		160 (80 hours per year)	
	per week	2	2		2		2	
Science	per year	20	20	20	40	40	60	60
	per week	30 mins	30 mins	30 mins	1	1	1 h 30 m	1 h 30 m
Humanities and Social Sciences	per year	20	20	20	40	40	60	60
	per week	30 mins	30 mins	30 mins	1	1	1 h 30 m	1 h 30 m
The Arts	per band/year	40	80 (40 hours per year)		120 (60 hours per year)		120 (60 hours per year)	
	per week	1	1		1 h 30 m		1 h 30 m	
Technologies	per band/year	20	40 (20 hours per year)		80 (40 hours per year)		100 (50 hours per year)	
	per week	30 mins	30 mins		1		1 h 15 m	
Languages	per band/year	20	80 (40 hours per year)		80 (40 hours per year)		120 (60 hours per year)	
	per week	30 mins	1		1		1 h 30 m	

In Prep, schools have the option to provide or experience these learning areas.

guidelines for v8.4 Australian Curriculum

V8.4 Minimum requirements for providing the curriculum in Prep to Year 6

In Prep to Year 6, the **minimum requirements** for providing the eight learning areas of the Australian Curriculum are as follows.

Prep to Year 2	
Learning areas	**When to provide**
English[4] Mathematics Science	Provide in every semester every year from Prep to Year 2
Health and Physical Education Humanities and Social Sciences (Learning area achievement standard)	Provide in at least one semester every year in Prep to Year 2
Technologies (Learning area achievement standard) The Arts[5] (Learning area achievement standard) and Music (as appropriate)	Provide in at least one semester of the band
Languages	Schools are strongly encouraged to provide Languages in this band

Years 3 to 6	
Learning areas	**When to provide**
English[4] Mathematics Science Health and Physical Education Humanities and Social Sciences (Learning area achievement standard)	Provide in every semester every year in Years 3 to Year 6
Technologies (Learning area achievement standard) The Arts5 (Learning area achievement standard) and Music (as appropriate)	Provide in at least one semester of each band of years
Languages	Schools are strongly encouraged to provide Languages in Years 3 and 4 Provide in at least one semester of each year of the band in Years 5 and 6

Some learning areas can be implemented over time, across a band of years or compressed in a year within a band. When providing the learning areas, consider the appropriate amount of time to deliver the curriculum using the recommended time allocations[6] for Prep to Year 6 shown below. Schools are encouraged to provide Languages from Prep.

Recommended time allocations

Learning areas	Hours	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	Per year	280	280	280	280	240	240	240
	Per week	7	7	7	7	6	6	6
Mathematics	Per year	200	200	200	200	200	200	200
	Per week	5	5	5	5	5	5	5
Health and Physical Education	Per year	80	80	80	80	80	80	80
	Per week	2	2	2	2	2	2	2
Science	Per year	20	20	20	70	70	70	70
	Per week	30 mins	30 mins	30 mins	1h 45m	1h 45m	1h 45m	1h 45m
Humanities and Social Sciences	Per year	20	30	30	60	60	80	80
	Per week	30 mins	45 mins	45 mins	1h 30m	1h 30m	2h	2h
The Arts	Per year	120 (40 hours per year)			100 (50 hours per year)		100 (50 hours per year)	
	Per week	1h			1h 15m		1h 15m	
Technologies	Per year	60 (20 hours per year)			80 (40 hours per year)		120 (60 hours per year)	
	Per week	30m			1h		1h 30m	
Languages	Per year	120 (40 hours per year)			120 (60 hours per year)		120 (60 hours per year)	
	Per week	1h			1h 30m		1h 30m	

ENGLISH

CURRICULUM AND ASSESSMENT

ENGLISH		Term 1	Term 2	Term 3	Term 4
PREP	Achievement Standard	By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words. They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words. They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.			
	Context	**Sharing thoughts and feelings** Students engage with a range of texts that involve familiar themes related to starting school, belonging, family and friendship. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, various types of stories, rhyming verse and poems. Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, and use language to express preferences, likes and dislikes. Students engage in shared and independent writing to create short texts to retell, interact and share ideas about stories and express their preferences for characters and texts.	**Exploring informative texts** Students engage with a range of informative texts that support learning in English and across the curriculum. These are complemented by imaginative texts with related themes and topics. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including various types of stories and non-fiction texts. Students explore familiar text types such as stories and informative texts and identify language and visual features of texts to suit their purpose. They recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts. Students engage in shared and independent writing to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.	**Exploring and sharing experiences** Students engage with texts that contain straightforward sequences of events and everyday happenings, e.g.: informative texts that retell real experiences, and imaginative texts that include events experienced by the characters. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and non-fiction. Through texts, students recognise and develop awareness of vocabulary used in familiar contexts. They explore language for expressing and developing ideas when retelling events in stories. Students make connections to personal or character experiences and explore how feelings and preferences might be expressed. Students engage in shared and independent writing to create short spoken and written texts to retell events in stories and everyday happenings, using language to sequence events, and express thoughts and feelings.	**Exploring imaginative texts** Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts and picture books. Through texts students explore how characters and events are represented and language used to describe them. They build on their understanding of imaginative texts, exploring text structures and language features including how sentences work to make meaning and connections between print and images. Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar imaginative stories. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.
	Assessment – Title		**AT: Writing and creating informative texts**	**MS: Retelling an experience**	**AT: Writing and creating responses to imaginative texts**
	Purpose		Students create a short, written information text, using words and images, about a topic.	Students create a short, written text to retell an experience.	Students create a short, written text to retell a familiar story.
	Technique		short response	short response	extended response
	Type of Text		*informative*	Informative (personal retell)	*imaginative*
	Mode		written	multimodal - written	written
	Title	**AT: Sharing ideas about stories**	**AT: Reading, viewing and comprehending informative texts**	**AT: Retelling an experience**	**AT: Reading, viewing and comprehending imaginative texts**
	Purpose	Students share ideas about a familiar imaginative story to a peer.	Students read, view and comprehend a simple informative text.	Students create a short, spoken text to retell an experience.	Students read, view and comprehend an imaginative text.
	Technique	observed demonstration	observed demonstration	presentation	observed demonstration
	Type of Text	*personal response*	informative	*informative*	imaginative
	Mode	spoken	spoken	spoken	spoken
	Diagnostic/ Formative	*Refer to Data Plan*			

ENGLISH		Term 1	Term 2	Term 3	Term 4
YEAR ONE	Achievement Standard	By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice. They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency. They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.			
	Context	**Engaging with imaginative stories** Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences. Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.	**Exploring and creating informative texts** Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics complement these texts. They read, view and comprehend texts including simple decodable texts, and authentic texts such as picture books, poems and narrative texts. Through texts, students explore how informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with narrative texts. Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.	**Expressing opinions about procedures in texts** Students engage with a range of texts with topics or elements that can be presented as a procedure. They read, view and comprehend imaginative and informative texts including simple decodable texts and authentic texts such as picture books, non-fiction books, and various types of information texts. Through texts, students explore text structures, language features and visual features of simple procedures. They recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, as well as persuasive text structures to provide reasons for opinions using a small number of details. Students engage in shared and independent writing to create procedural texts. They participate in discussions and give short oral presentations.	**Exploring and responding to imaginative texts** Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts and authentic texts including picture books and stories with a clear narrative structure. Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning. Students engage in shared and independent writing to recount stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details.
	Assessment – Title	**AT: Writing about characters**	**AT: Writing and creating informative texts**	**AT: Writing and creating procedural texts**	**AT: Writing and creating imaginative texts**
	Purpose	Students write a description of a character from a familiar imaginative text.	Students create an informative text to report on a familiar topic.	Students create a written procedure.	Students create a short written recount of a familiar imaginative text.
	Technique	extended response	extended response	extended response	extended response
	Type of Text	evaluative	*informative*	*informative*	imaginative
	Mode	written	multimodal - written, visual	written	written
	Title	**AT: Speaking and listening: sharing ideas about characters**	**AT & MS: reading, viewing and comprehending informative texts**	**AT: Speaking and listening: expression of opinions**	**AT: Reading, viewing and comprehending imaginative texts**
	Purpose	Students share ideas and express an opinion about a character from a familiar text.	Students read, view and comprehend a simple informative text.	Students create a short, spoken text to recount a simple procedure and express an opinion.	Students read, view and comprehend an imaginative text.
	Technique	presentation	observed demonstration	presentation	observed demonstration
	Type of Text	review	informative	Informative/persuasive	imaginative
	Mode	spoken	spoken	spoken	spoken
	Diagnostic/ Formative	*Refer to Data Plan*			

ENGLISH		Term 1	Term 2	Term 3	Term 4
YEAR TWO	Achievement Standard	By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice. They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency. They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.			
	Context	**Sharing ideas and responding to imaginative texts** Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Students read, view and comprehend imaginative texts. Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue. Students engage in shared and independent writing in response to learning and texts. They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts.	**Understanding and creating informative texts** Students engage with a range of informative texts that present new content about topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these. Students read, view and comprehend texts. Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present information differently to suit the purpose. Students engage in writing to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas. *link with Science	**Expressing opinions** Students engage with a range of imaginative and informative texts which contain storylines and learnt topics. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Students read, view and comprehend texts. Through texts, students explore how information is presented in different types of texts to suit their purpose and audience, and explore how persuasive language is used to express opinions about texts and topics. Students engage in writing in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.	**Engaging with narrative texts** Students engage with a range of texts which build on their knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Students read, view and comprehend narrative texts. Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas. Students engage in shared and independent writing to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.
	Assessment – Title	**AT: Writing a character description**	**AT: Writing and creating informative texts**	**AT: Writing to express a preference**	**AT: Writing and creating imaginative texts**
	Purpose	Students create a written description of a character from a familiar imaginative text.	Students create a written and multimodal informative text.	Students create and deliver a written text to express a preference to peers.	Students create a written story using a known character.
	Technique	extended response	extended response	extended response	extended response
	Type of Text	review	*informative*	persuasive	imaginative
	Mode	written	written	written	written
	Title	**AT: Responding to stories (speaking and listening)**	**AT: Read, view & comprehend informative texts**	**AT: Express a preference (speaking and listening)**	**AT: Read, view & comprehend imaginative texts**
	Purpose	Students share ideas and express an opinion about a familiar character and their traits.	Students read, view & comprehend simple informative texts.	Students create and deliver a spoken text to express a preference to peers.	Students read, view & comprehend simple imaginative texts.
	Technique	Presentation	short response	presentation	observed demonstration
	Type of Text	review	informative	persuasive	imaginative
	Mode	spoken	spoken	spoken	spoken
	Diagnostic/ Formative	*Refer to Data Plan* →			

YEAR THREE	ENGLISH	Term 1	Term 2	Term 3	Term 4
	Achievement Standard	By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice. They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.			
	Context	**Examining imaginative texts** Students engage with a variety of imaginative texts with literary devices that shape the readers' reaction. They read, view and comprehend imaginative texts, including picture books, chapter books and poetry. Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning. Students engage in writing in response to texts, and to create their own texts using imaginative texts as models. Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.	**Examining informative texts** Students engage with a variety of informative texts with content of increasing complexity and technicality about topics being studied in other learning areas. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary. Students read, view and comprehend texts. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features. Through texts, students identify how informative texts are typically organised and how authors use language and visual features to present information. Students engage in writing to write simple paragraphs about learnt topics. They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs. *link with Science – living things	**Exploring language to express opinions** Students engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. Students read, view and comprehend texts. Through texts, students explore how texts are created, using different language features and structures depending on purpose and audience. Students engage in writing to create persuasive responses for a particular purpose and audience. They use language of evaluation and emotion such as modal verbs, images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.	**Completing a novel study** Students engage with a variety of texts for enjoyment including oral texts, picture books, rhyming verse, poetry, dramatic performances and texts that support and extend them as independent readers. Texts may be classic or contemporary literature from wide-ranging Australian, First Nations Australian and world authors, including texts from and about Asia. Students explore the effects of some literary devices and visual features and how texts are structured and presented relevant to their purpose and audience. Students create an imaginative text to share with an audience.
	Assessment – Title	**AT: Writing a review of an imaginative text**	**AT: Writing and creating informative texts**	**AT: Writing a persuasive response**	**AT: Writing and creating imaginative texts**
	Purpose	Students create a written review of an imaginative text.	Students create a written and multimodal informative text for an audience.	Students create a written persuasive text for a particular purpose.	Students create a written narrative text using ideas drawn from a familiar text.
	Technique	extended response	extended response	extended response	extended response
	Type of Text	review	informative	persuasive	imaginative
	Mode	written	written	written	written
	Title	**AT: Responding to stories (speaking and listening)**	**MS & AT: Reading, viewing and comprehending informative texts**	**AT: Expressing a preference and an opinion**	**AT: Reading, viewing and comprehending imaginative texts**
	Purpose	Students relate ideas and express opinions about an imaginative text.	Students read, view and comprehend simple informative texts.	Students create and deliver a spoken text to express a preference for an activity.	Students read, view and comprehend an imaginative text.
	Technique	presentation	observed demonstration, short response	presentation	observed demonstration, short response
	Type of Text	review	informative	persuasive	persuasive
	Mode	spoken	spoken, written	spoken	multimodal – written, spoken, aural
	Diagnostic	*Refer to Data Plan*			

YEAR FOUR	ENGLISH	Term 1	Term 2	Term 3	Term 4
	Achievement Standard	By the end of Year 4, students interact with others and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.			
	Context	**Exploring imaginative texts** Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning. They read, view and comprehend a range of imaginative texts which support and extend students as independent readers. Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas. Students engage in shared and independent writing in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.	**Reporting on topics** Students engage with a variety of texts, including informative texts, with increasing complexity and technicality about topics in other learning areas. Students read, view and comprehend texts accurately and fluently, build literal and inferred meaning, expand topic knowledge and evaluate texts. Students compare texts from different times with similar purposes and explore how authors use text structures and language features such as headings, italics and bold text to support readers to navigate the text. They identify visual features, eg images and layout that build understanding of a topic. Students engage in writing to create reports that are organised into paragraphs with relevant linked ideas, and use language to express and develop ideas.	**Building an argument** Students engage with a variety of texts that provide a stimulus for building an argument, and persuasive texts, as models for creating their own work. Students read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students identify the subjective language of opinion and feeling, and the objective language of factual reporting. Students engage in writing to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice. Link with media and Health	**Completing a novel study** Through a novel study, students identify characteristic stages of narrative texts. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. Students read, view and comprehend a short novel which supports and extends students as independent readers. Students engage in writing to plan, create and edit a written adventure narrative, using text structures including paragraphs to organise and link ideas, and language features including complex sentences, topic-specific vocabulary and literary devices. When creating written texts, students use phonic, morphemic and grammatical knowledge to correctly spell words.
	Assessment – Title	**AT: Writing and creating a film review**	**AT: Writing and creating informative texts**	**AT: Writing and creating persuasive texts**	**AT: Writing and creating imaginative texts**
	Purpose	Students create a written review of a short film.	Students create a written and multimodal informative text for an audience.	Students create a written persuasive argument.	Students create a written adventure narrative.
	Technique	Extended response	Extended response	Extended response	Extended response
	Type of Text	Imaginative text	Informative text	Persuasive text	Imaginative text
	Mode	multimodal – written	multimodal – written, images	written	written
	Title	**AT: Creating a spoken film review**	**AT: Reading, viewing and comprehending informative texts**	**AT: Creating a spoken argument**	**AT: reading, viewing and comprehending imaginative texts**
	Purpose	Students share and extend ideas, opinions and information about a short film for an audience.	Students read, view and comprehend informative texts.	Students create a spoken argument to share ideas, opinions and information about a topic.	Students read, view and comprehend an imaginative text.
	Technique	performance/presentation	observed demonstration, short response	presentation	short response
	Type of Text	review	informative	persuasive	imaginative
	Mode	spoken	multimodal – written, spoken	spoken	multimodal – written, spoken
	Diagnostic/ Formative	*Refer to Data Plan*			

YEAR FIVE	ENGLISH	Term 1	Term 2	Term 3	Term 4
	Achievement Standard	By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text. They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.			
	Context	**Appreciating and responding to texts** Students engage with a variety of literary texts including novels and films, set in real world and imagined settings. Students read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose. Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery and sound devices. Students compare texts narrated from a first person and third person point of view. Students use appropriate interaction skills and features of voice to present opinions and ideas about texts. They engage in writing to respond to imaginative texts, analysing figurative language, storylines, characters and settings.	**Engaging with information reports** Students engage with a variety of informative texts which supply technical information about a wide range of topics. Students read, view and comprehend texts created to inform, using comprehension strategies to evaluate information. Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included. Students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words.	**Persuading others** Students engage with a variety of texts which provide a stimulus for persuasive responses, and persuasive texts as models for creating their own work. Students, read, view and comprehend texts that support and extend students as independent readers. Through texts, students explore ethical dilemmas in real-world and imagined settings. They examine point-of-view, positioning and influence in text, and how they affect interpretation and response from the audience. Students create spoken and written persuasive responses to issues faced by characters in texts and real-world topics. They participate in formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice.	**Completing a novel study** Through a novel study, students explore themes of relationships or ethical dilemmas in real-world or imagined settings. Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters. Through texts, students explore how ideas are developed, e.g. main idea, characterisation, setting, and devices such as imagery. They compare texts narrated from a first- and third-person point of view. Students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience.
	Assessment – Title	**AT: Writing and creating a review**	**AT: Writing and creating informative texts**	**AT: Writing and creating a persuasive text**	**AT: Writing and creating imaginative texts**
	Purpose	Students create a written review of a literary text, expanding on ideas and opinions about the text.	Students create a written and multimodal informative text for an audience.	Students create a written persuasive text for an audience in the school community.	Students create a written narrative with an ethical dilemma including a supporting image.
	Technique	extended response	extended response	extended response	extended response
	Type of Text	review	informative	persuasive	imaginative
	Mode	written	Multimodal – written, images	written	Multimodal – written, image
	Title	**AT: Creating a spoken podcast**	**AT: Reading, viewing and comprehending informative texts**	**AT: Creating a persuasive speech**	**AT: Reading, viewing and comprehending imaginative texts**
	Purpose	Students share and expand on ideas and opinions about a literary text for an audience.	Students read, view and comprehend an informative text.	Students create a speech to share, develop, and expand on ideas and opinions.	Students read, view and comprehend an imaginative text.
	Technique	presentation	short response	presentation	short response
	Type of Text	review	informative text	persuasive text	imaginative text
	Mode	spoken	written	spoken	written
	Diagnostic/ Formative	*Refer to Data Plan* →			

YEAR SIX	ENGLISH		Term 1	Term 2	Term 3	Term 4
	Achievement Standard		By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice. They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed, including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences. They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.			
	Context		**Engaging with and responding to literature** Students engage with a variety of literary texts that support and extend students as independent readers. Students read, view and comprehend past and contemporary literary texts, exploring how literary devices are used to enhance meaning and for effect. Through texts, students explore contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences may have on the meaning of texts and attitudes towards characters, actions and events. Students use interaction skills and features of voice to share opinions and evaluate information about texts. They engage in writing to respond to literary texts and use features of these texts as models to create their own work.	**Engaging with informative texts** Students engage with a variety of informative texts that may include technical information and content about topics being studied in other learning areas. Students read, view and comprehend informative texts, using comprehension strategies to connect and compare content from a variety of sources. Through texts, students identify informative text structures and features and explore how structural features help the reader navigate texts. Students observe how information can be represented visually through tables, maps, graphs and diagrams. Students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures to elaborate, extend and explain ideas.	**Using language to persuade** Students engage with a range of texts which provide a stimulus for persuasive responses, and with persuasive texts, such as video logs (vlogs), as a model for creating their own work. Students read, view and comprehend texts, analysing how text structures and language features engage and influence an audience. Through texts, students explore ethical dilemmas or issues. They examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias. Students create spoken and written persuasive responses to issues or dilemmas. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.	**Completing a novel study** Through a novel study, students explore themes of interpersonal relationships and ethical dilemmas. Students read, view and comprehend a selected novel which includes a range of less predictable characters and elaborated events including flashbacks and shifts in time. Through texts, students identify narrative text structures and language features, recognising how authors often adapt these. Students identify and explain author style and analyse how language features work together to meet the purpose of the narrative. Students plan, create, edit and publish a written imaginative text, organised into characteristic stages and phases of a narrative. Ideas are developed and expressed in varied and cohesive paragraphs, using a variety of complex sentences, and careful choice of vocabulary. They experiment with literary devices to shape meaning or evoke responses from the reader.
	Assessment	Title	**AT: Writing responses to literary texts**	**AT: Writing and creating informative texts**	**AT: Writing and creating persuasive arguments**	**AT: Writing and creating imaginative texts**
		Purpose	Students create a written analysis of a literary text to share and elaborate ideas about the text.	Students create a written multimodal informative text for an audience.	Students create a written persuasive text for a person of importance.	Students create a written narrative including a supporting image.
		Technique	extended response	extended response	extended response	extended response
		Type of Text	review/analysis	*informative*	persuasive	imaginative
		Mode	written	multimodal –written, images	multimodal - spoken, written, gestural	multimodal –written, visual
		Title	**AT: Spoken response to literary text**	**AT: Reading, viewing and comprehending informative texts**	**AT: Spoken persuasive argument**	**AT: Reading, viewing and comprehending imaginative texts**
		Purpose	Students share and elaborate on ideas about a literary text for an audience.	Students read, view and comprehend informative texts.	Students create a vlog to present an argument to a person of importance.	Students read, view and comprehend imaginative texts.
		Technique	presentation	Short response	presentation	short response
		Type of Text	review/analysis	informative text	persuasive	imaginative text
		Mode	multimodal – spoken, written	written	multimodal – spoken, visual	written
		Diagnostic/ Formative	Refer to Data Plan →			

MATHEMATICS

CURRICULUM AND ASSESSMENT

MATHS			Term 1	Term 2	Term 3	Term 4
PREP	Achievement Standard		By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. They copy and continue repeating patterns. Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. They sequence and connect familiar events to the time of day. Students name, create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space. Students collect, sort and compare data in response to questions in familiar contexts.			
	Context		Students have opportunities to develop understandings of: **Number and Algebra** • use physical and virtual materials to look for and make connections between number names, numerals and quantities from one to 10 • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts • develop a sense of sameness, difference and change when engaging in play-based activities about patterns **Space** • develop a sense of sameness, difference and change when engaging in play-based activities describing position and location • introduce 3D objects in the environment **Statistics** • explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify and compare data	Students have opportunities to develop understandings of: **Number** • look for and make connections between number names, numerals and quantities, and use subitising and counting strategies to quantify collections and compare quantities, using mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify, partition and combine by adding to collections to at least 10 and solve these as everyday problems **Measurement** • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events **Measurement** • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification & direct comparisons of length	Students have opportunities to develop understandings of: **Number and Algebra** • build on understanding to make connections between number names, numerals and quantities, and partition and combine collections • explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, adding to and taking away from collections to at least 10 **Measurement** • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass of objects **Space** • name, create and compare shapes, using mathematical reasoning in active learning experiences	Students have opportunities to develop understandings of: **Number and Algebra** • look for and make connections between number names, numerals and quantities, and compare quantities from zero to at least 20, using elementary mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10 • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts. **Measurement** • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification & direct comparisons of capacity
	Assessment	Title	**MS 1.1: Number and Algebra** **Exploring numbers to 10 and repeating patterns**	**AT 2.1: Number** **Partitioning and combining collections and representing practical situations (addition)**	**AT 2.1: Number** **Representing practical situations to at least 10 (subtraction)**	**AT 4.1: Number** **Partitioning, combining and comparing collections**
		Purpose	Students make connections between number names, numerals & position in a sequence. They copy & continue repeating patterns.	Students partition and combine collections up to 10 in different ways. They represent practical situations involving quantifying and adding to collections to at least 10.	Students represent practical situations involving quantifying, adding to and taking away from collections to at least 10.	Students partition, combine and compare collections and connect number names, numerals and position in a sequence.
		Technique	Observed demonstration (checklist)	Observed demonstration (checklist)	Observed demonstration (checklist)	Observed demonstration (checklist)
		Mode	Multimodal – spoken, visual, practical	Multimodal – spoken, practical	Multimodal – written, spoken, practical	Multimodal – written, spoken, practical
		Title	**MS 1.2: Space** **Describing position and location**	**AT 3.2: Measurement** **Using direct comparison to compare duration**	**AT 3.2: Space** **Identifying and sorting shapes**	**AT 3.1: Number** **Representing practical situations to at least 10 (sharing)**
		Purpose	Students describe the position and location of themselves and objects in relation to other people and objects.	Students connect events and days of the week and explain the order and duration of events	Students group objects based on common characteristics and sort shapes	Students represent practical situations involving quantifying and equal sharing with collections to at least 10.
		Technique	Short response (interview)	Project	Short response (interview)	observed demonstration
		Mode	Multimodal – spoken, visual, practical	Multimodal – spoken, visual	Multimodal – spoken, visual, practical	multimodal – written, spoken, practical
		Title	**AT 1.1: Statistics** **Collecting, sorting and comparing data**	**AT 3.2: Measurement** **Using direct comparison to compare length**	**AT 3.2: Measurement** **Using direct comparison to compare mass**	**AT 3.2: Measurement** **Using direct comparison to compare capacity**
		Purpose	Students collect, sort and compare data in response to questions in familiar contexts.	Students compare the length of two or three items	Students compare the mass of two or three items	Students compare the capacity of two or three items
		Technique	Investigation	Project	Project	Project
		Mode	Multimodal – spoken, practical	Multimodal – spoken, visual, practical	Multimodal – spoken, visual, practical	Multimodal – spoken, visual, practical
		Diagnostic/ Formative	*Refer to Data Plan*			

MATHS			Term 1	Term 2	Term 3	Term 4
YEAR ONE	Achievement Standard		By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. Students use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit. They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space. They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.			
	Context		Students have opportunities to develop understandings of: **Number and Algebra** • demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge beyond 2 digits • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others **Space** • use simple transformations, directions and pathways to move the positions of people and objects within a space **Statistics** • use simple surveys to collect and sort data, based on a question of interest • recognise that data can be represented in different ways • explain patterns in the results	Students have opportunities to develop understandings of: **Number and Algebra** • partition 1-digit and 2-digit numbers • recognise patterns in numbers and extend knowledge of numbers beyond 2 digits • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers • use curiosity and imagination to explore situations and choose ways of representing thinking when communicating with others • quantify collections using skip counting **Measurement** • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events	Students have opportunities to develop understandings of: **Number** • demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers • develop a sense of equivalence, fairness, repetition and variability during play-based & practical activities **Space** • recognise shapes and objects in the environment • reason spatially and use spatial features to classify shapes and objects **Measurement** • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity)	Students have opportunities to develop understandings of: **Number and Algebra** • demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits • develop a sense of equivalence, fairness, repetition and variability when engaging in play-based and practical activities • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others • quantify collections using skip counting
	Assessment	Title	**MS: Number – representing, comparing and ordering numbers**	**AT: 2.1 Partitioning 1- and 2-digit numbers and solving addition and subtraction problems to 20**	**AT: 3.1 Use mathematical modelling to solve practical problems**	**AT: 4.1 Partitioning, skip counting and quantifying collections**
		Purpose	Students read, write and represent 2-digit numbers . They compare and order numbers.	Students partition 1- and 2-digit numbers in different ways and solve addition & subtraction problems to 20 using calculation strategies.	Students use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and equal grouping.	Students partition one- and two-digit numbers, create patterns and use skip counting to quantify collections.
		Technique	checklist	observed demonstration	project	observed demonstration
		Mode	written/spoken/practical	written/spoken/practical	written/spoken/practical	written/spoken/practical
		Title	**MS: 1.2 Giving and following directions**	**MS: 2.2 Comparing & ordering duration of time**	**AT: 3.2 Measuring, comparing, classifying shapes & objects**	
		Purpose	Students give and follow directions to move people and objects around a familiar space.	Students compare and order the duration of familiar events.	Students make, compare and classify shapes and objects. They measure length using uniform informal units.	
		Technique	*Observed demonstration*	*Observed demonstration*	*Observed demonstration*	
		Mode	practical	written	spoken/practical	
		Title	**AT: 1.3 Collecting, representing and discussing data**		**MS: 3.3 Comparing and ordering objects using length, mass and capacity** →	
		Purpose	Students collect, record and represent data in a one-to-one display & compare and discuss data.		Students compare and order objects using informal units to measure length, mass and capacity.	
		Technique	*investigation*		*investigation*	
		Mode	practical/spoken		practical/spoken	
		Diagnostic/ Formative	*Refer to Data Plan* →			

MATHS		Term 1	Term 2	Term 3	Term 4
YEAR TWO	Achievement Standard	By the end of Year 2, students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. They describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern. Students recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos. They use uniform informal units to measure and compare shapes and objects. Students determine the number of days between events using a calendar and read time on an analog clock to the hour, half hour and quarter hour. They compare and classify shapes, describing features using formal spatial terms. Students locate and identify positions of features in two-dimensional representations and move position by following directions and pathways. They use a range of methods to collect, record, represent and interpret categorical data in response to questions.			
	Context	Students develop understandings of: **Number** • order and represent 2- and 3-digit numbers • recognise and describe the relationship between addition and subtraction and employ part-part-whole reasoning and relational thinking to solve additive problems • use number sentences for additive situations **Space** • locate and identify positions on maps and use familiar mathematical language • use uniform units to measure, compare and discuss the attributes of shapes Link to HASS (mapping)	Students develop understandings of: **Number and Algebra** • partition and combine numbers flexibly, recognising the relationship between + and - and employing part-part-whole reasoning and relational thinking • use number sentences for additive situations • use mathematical modelling to solve practical problems by representing problems with materials & diagrams, and using different calculation strategies • compare related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations • partition collections, shapes and objects into equal parts and build a sense of fractions **Measurement** • reads time on an analog clock to the hour, half hour and quarter hour	Students develop understandings of: **Number** • partition into equal parts (halves, quarters and eighths) and build a sense of fractions as a measure, connecting this to measures of turn and time • use mathematical modelling to solve practical problems by representing problems with materials & diagrams, and using different calculation strategies **Space** • describe spatial relationships such as the relative position of objects within a 2D space **Measurement** • use uniform units to measure, compare and discuss attributes based on length, capacity and mass **Statistics** • choose questions based on interests when collecting, representing and interpreting data, and recognise features of different representations	Students develop understandings of: **Number and Algebra** • partition and combine numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning • recognise types of patterns in different contexts • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations **Measurement** • use uniform units to measure, compare and discuss duration
	Assessment – Title	**AT 1.1 Representing, ordering and partitioning numbers; solving additive facts**	**AT: 2.1 Partitioning & renaming 2- and 3-digit numbers; using mathematical modelling to solve a problem**	**AT: 3.1 Using mathematical modelling to solve a multiplicative problem**	**AT: 4.1 numbers to at least 1000; partitioning and regrouping numbers; continuing patterns**
	Purpose	Students represent, order and partition numbers to 1000 and solve additive problems, representing the situation and choosing calculation strategies.	Students partition, rearrange, and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money.	Students use mathematical modelling to solve practical multiplicative problems.	Students partition, rearrange, rename & regroup 2- and 3-digit number. They order and represent numbers to at least 1000. Students describe & continue patterns.
	Technique	short response	short response	project	*test*
	Mode	written/practical	written	written/practical	written
	Title	**AT: 1.2 Locating features and using maps**	**AT: 2.2 Reading time on an analog clock**	**AT 3.2 Using fractions & objects in measurement contexts**	**AT 2.2 Using a calendar**
	Purpose	Students locate positions on a map & move positions by following directions on a grid.	Students read time to the hour, half hour and quarter hour on an analog clock.	Students identify and represent halves, quarters and eighths. They measure & compare length, mass & capacity.	Students use a calendar to determine the number of days between events.
	Technique	short response	test	short response	test
	Mode	written	written/practical	written/practical	written
	Title	**AT: 3.2 Comparing and classifying shapes**		**AT: 1.3 Using data to answer a question**	**MS: 4.3 Proficiency with facts**
	Purpose	Students compare and classify shapes, describing features using spatial terms.		Students collect, record, represent and interpret categorical data in response to questions.	Students demonstrate proficiency with number facts to 20.
	Technique	short response		investigation	test
	Mode	written		written	written
	Diagnostic/ Formative	*Refer to Data Plan*			

MATHS		Term 1	Term 2	Term 3	Term 4
YEAR THREE	Achievement Standard	By the end of Year 3, students order and represent natural numbers beyond 10 000. They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies. Students represent unit fractions and their multiples in different ways. They make estimates and determine the reasonableness of financial and other calculations. Students find unknown values in number sentences involving addition and subtraction. They create algorithms to investigate numbers and explore simple patterns. Students use familiar metric units when estimating, comparing and measuring the attributes of objects and events. They identify angles as measures of turn and compare them to right angles. Students estimate and compare measures of duration using formal units of time. They represent money values in different ways. Students make, compare and classify objects using key features. They interpret and create two-dimensional representations of familiar environments. Students conduct guided statistical investigations involving categorical and discrete numerical data and interpret their results in terms of the context. They record, represent and compare data they have collected. Students use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning. They conduct repeated chance experiments and discuss variation in results.			
	Context	Students develop understandings of: **Number** • manipulate numbers using understanding of place value including partitioning and regrouping **Space** • determine key features of familiar spaces and use these when creating maps **Statistics** • undertake guided statistical investigations, making decisions about the use and representation of categorical and discrete numerical data and reporting findings	Students develop understandings of: **Number and Algebra** • manipulate numbers using strategies based on proficiency with single-digit + facts and understanding of place value • model situations and solve practical problems • develop, extend and apply + & x facts and related facts for - and ÷ • develop automaticity for 3x, 4x, 5x, & 10x facts • formulate, choose and use calculation strategies, & communicate solutions **Measurement** • use metric units to measure and compare events and duration	Students develop understandings of: **Number** • represent fractions in different ways • extend and apply + and x facts and related facts for - and ÷ • develop automaticity for x3, x4, x5, and x10 • learn to choose & use calculation strategies & communicate solutions **Space** • determine key features of objects and spaces including angles, and use these when building models and spatial representations **Measurement** • use metric units to measure & compare objects • recognise the relationship between dollars and cents and represent values in different ways	Students develop understandings of: **Number** • manipulate numbers beyond 10 000 using place value, partitioning and regrouping • develop, extend and apply + & x facts and related facts for - and ÷ • develop automaticity for x2-5 & x10 facts **Probability** • develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events • become increasingly able to understand that different outcomes can be the results of random processes
	Assessment – Title	**MS: Representing and ordering numbers**	**AT: 2.1 Using mathematical modelling and additive strategies to solve problems**	**AT: 3.1 Representing fractions and using mathematical modelling to solve practical problems**	**AT: 4.1 Using numbers beyond 10 000, finding unknowns and creating algorithms**
	Purpose	Students represent and order numbers.	Students partition, rearrange and regroup numbers to help with solving problems involving two- and three-digit numbers; use mathematical modelling to solve problems involving twos, fives and tens x facts.	Students represent unit fractions and their multiples in different ways. They use mathematical modelling to solve practical problems involving multiplication and division.	Students order beyond 10 000; estimate & solve problems involving two- and three-digit numbers; find unknowns in + and -, create algorithms and explore patterns.
	Technique	short response	short response	short response	test
	Mode	written/practical	written	written/practical	written
	Title	**AT: 1.2 Interpreting and creating a map**	**AT: 2.2 Estimating, measuring and comparing duration of events**	**AT: 3.2 Measuring length, mass and capacity and making and classifying objects**	**AT: 4.2 Identifying likelihood of events and conducting chance experiments**
	Purpose	Students interpret and create a map.	Students estimate, compare and measure the duration of events using formal units of time.	Students estimate, compare and measure length, mass and capacity of objects. They make, compare and classify objects.	Students identify outcomes and the likelihood of events and conduct repeated chance experiments.
	Technique	project	test	short response	probability experiment and simulation
	Mode	written	written/practical	written/practical	written/practical
	Title	**AT: 1.3 Conducting a guided statistical investigation survey**		**MS: 3.4 Representing money values in different ways**	
	Purpose	Students conduct a statistical investigation and create, interpret and compare data displays.			
	Technique	investigation			
	Mode	multimodal			
	Diagnostic/ Formative	Refer to Data Plan →			

MATHS		Term 1	Term 2	Term 3	Term 4
YEAR FOUR	Achievement Standard	By the end of Year 4, students use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10. They use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation. Students use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently. They choose rounding and estimation strategies to determine whether results of calculations are reasonable. Students use the properties of odd and even numbers. They recognise equivalent fractions and make connections between fraction and decimal notations. Students count and represent fractions on a number line. They find unknown values in numerical equations involving addition and subtraction. Students follow and create algorithms that generate sets of numbers and identify emerging patterns. They use scaled instruments and appropriate units to measure length, mass, capacity and temperature. Students measure and approximate perimeters and areas. They convert between units of time when solving problems involving duration. Students compare angles relative to a right angle using angle names. They represent and approximate shapes and objects in the environment. Students create and interpret grid references. They identify line and rotational symmetry in plane shapes and create symmetrical patterns. Students create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data. They use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context. Students order events or the outcomes of chance experiments in terms of likelihood and identify whether events are independent or dependent. They conduct repeated chance experiments and describe the variation in results.			
	Context	Students develop understandings of: **Number** • build understanding of number facts, fractions and decimals **Space** • recognise line and rotational symmetry • create symmetrical patterns and pictures, using materials and digital tools • create and interpret grid reference systems and directions to locate and describe positions and pathways **Measurement** • compare angles relative to right angles, using mathematical terms	Students develop understandings of: **Number and Algebra** • build understanding of odd & even numbers, number facts, + & -, fractions such as equivalent fractions and decimals • use materials to develop mathematical thinking • use strategies for multiplication and division based on their inverse relationship • choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context **Measurement** • convert between units of time when solving problems involving duration	Students develop understandings of: **Number** • draw on proficiency with number facts, fractions and decimals • choose and use efficient strategies when modelling practical problems & communicating solutions **Measurement** • measure & estimate length, mass, capacity & temperature of objects using conventional instruments & appropriate metric units **Statistics** • develop surveys & use digital tools to generate data & conduct a statistical investigation **Space** • recognise approximate shapes/objects & represent them using materials	Students develop understandings of: **Number** • build fluency with + and x facts to add and subtract, multiply and divide efficiently • use algorithms to generate sets of numbers, recognising & describing patterns • use strategies for multiplicative thinking eg creating an algorithm that will generate number sequences **Measurement** • measure and estimate perimeter and area of objects using conventional instruments and appropriate metric units **Probability** • analyse, categorise and order chance events • identify independent and dependent events • investigate variability by conducting repeated chance experiments, observing and communicating results
	Assessment – Title	**AT: 1.1 Representing tenths**	**AT: 2.1 Using odd & even numbers, rounding, estimation & modelling**	**AT: 3.1 Representing tenths & hundredths, using modelling**	**AT: 4.1 Finding unknowns, creating algorithms and identifying emerging patterns**
	Purpose	Students represent tenths as decimals and as fractions on a number line.	Students use mathematical modelling to solve financial problems; choose rounding & estimation strategies; use the properties of odd and even numbers.	Students represent fractions, recognise equivalent fractions, connect decimals and fractions; x numbers by multiples of 10; use mathematical modelling to solve a problem.	Students find unknowns in equations involving addition and subtraction. They follow and create algorithms and identify emerging patterns.
	Technique	short response	short response	short response	test
	Mode	written	written	written	written
	Title	**AT: 1.2 Identifying symmetry and using grid references**	**AT: 2.2 Solving duration problems by converting units of time**	**AT: 3.2 Measuring length, mass, capacity, and temperature**	**AT: 4.2 Ordering likelihood of events and conducting chance experiments**
	Purpose	Students create and interpret grid references. To identify symmetry in shapes and create symmetrical patterns.	Students convert between units of time when solving duration problems.	Students use scaled instruments and appropriate units to measure length, mass, capacity and temperature.	Students order events in terms of likelihood, identify in/dependent events & conduct repeated chance experiments, describing results.
	Technique	short response	test	test	probability experiment and simulation
	Mode	multimodal	written	written/practical	written/practical
	Title	**AT: 3.2 Comparing angles to a right angle**		**AT: 1.3 conduct statistical investigations**	**AT: 3.2 Measuring perimeter and area**
	Purpose	Students compare angles relative to a right angle.		Students conduct a statistical investigation to collect data, create a many-to-one display and interpret and communicate findings.	Students use appropriate units to measure and approximate perimeters and areas.
	Technique	test		investigation	test
	Mode	written		written/practical	written/practical
	Title			**MS: 3.4 Representing shapes and objects**	
	Purpose			Students represent & approximate composite shapes and objects.	
	Technique			investigation	
	Mode			written/practical	
	Diagnostic/ Formative	*Refer to Data Plan*			

MATHS		Term 1	Term 2	Term 3	Term 4
YEAR FIVE	Achievement Standard	By the end of Year 5, students use place value to write and order decimals including decimals greater than one. They express natural numbers as products of factors and identify multiples. Students order and represent, add and subtract fractions with the same or related denominators. They represent common percentages and connect them to their fraction and decimal equivalents. Students use their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one- and two-digit numbers and divide by single-digit numbers. They check the reasonableness of their calculations using estimation. Students use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation. They apply properties of numbers and operations to find unknown values in numerical equations involving multiplication and division. Students create and use algorithms to identify and explain patterns in the factors and multiples of numbers. They choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area. Students convert between 12- and 24-hour time. They estimate, construct and measure angles in degrees. Students use grid coordinates to locate and move positions. They connect objects to their two-dimensional nets. Students perform and describe the results of transformations and identify any symmetries. They plan and conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools. Students identify the mode and interpret the shape of distributions of data in context. They interpret and compare data represented in line graphs. Students conduct repeated chance experiments, list the possible outcomes, estimate likelihoods and make comparisons between those with and without equally likely outcomes.			
	Context	Students develop understandings of: **Number and Algebra** • convert between forms of numbers, units and spatial representations especially with fractions and decimals • use materials, diagrams or arrays to become efficient with multiplication facts **Space** • locate & move positions within a grid coordinate system to pinpoint locations • recognise what stays the same or changes when shapes undergo transformations • perform transformations **Statistics** • plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions.	Students develop understandings of: **Number** • experiment with factors and multiples • find unknowns in numerical equations involving multiplication and division • build fluency of multiplication facts. • develop strategies to multiply and divide • use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on conclusions • use estimation strategies to check the reasonableness of calculations **Measurement (Time)** • apply an understanding of relationships to convert between 12- and 24- time	Students develop understandings of: **Number** • use common percentages to make proportional comparisons of quantities • compare and order fractions • solve + and – problems with fractions with the same or related denominators • use mathematical modelling to solve practical problems **Space** • apply an understanding of relationships between objects and 2D nets **Measurement** • solve problems involving perimeter & area of ir/regular spaces • choose appropriate unit when measuring length, mass and capacity of objects • use appropriate instruments to construct & measure angles in degrees.	Students develop understandings of: **Number and Algebra** • use place value to order decimals • experiment with factors and multiples to identify and explain patterns • use x facts and efficient strategies to build fluency in x large numbers by one and two-digit numbers and divide by single digit numbers • find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays **Probability** • develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring
	Assessment – Title	**AT: 1.1 Representing & ordering decimals & fractions**	**AT: 2.1 Finding unknowns, using estimation strategies, mathematical modelling**	**AT: 3.1 Connecting decimals, fractions & percentages; using mathematical modelling**	**AT: 4.1 Ordering decimals and using factors and multiples**
	Purpose	Students write and order decimals (hundredths) and represent and order fractions.	Students find unknowns in equations involving x and ÷ and check the reasonableness of calculations. They use mathematical modelling to plan an event.	Students + & -fractions with the same and related denominators; represent % connect percentages, fractions & decimals. They use mathematical modelling to solve a practical problem.	Students write and order decimals and create and use algorithms to explain patterns in factors and multiples of numbers.
	Technique	test	short response	test/short response	test
	Mode	written	written	written	written
	Title	**AT: 1.2 Exploring transformations & grid coordinates**	**AT: 2.2 Converting between 12- & 24-hour time**	**AT: 3.2 Connecting objects to nets and measuring length, mass, capacity, perimeter and area**	**AT: 4.2 Conducting repeated chance experiments**
	Purpose	Students perform & describe transformations, identify symmetries & use grid coordinates.	Students convert between 12-hour and 24-hour time.	Students connect objects to their nets; use appropriate metric units to measure length, mass & capacity; solve perimeter & area problems.	Students conduct repeated chance experiments, estimate likelihoods and compare likely and unequally likely outcomes.
	Technique	test	short response	test	probability experiment and simulation
	Mode	written	written	written/practical	written/practical
	Title	**AT: 1.3 Planning and conducting a statistical investigation about sun safety**		**AT: 3.3 Exploring angles using degrees**	
	Purpose	Students conduct statistical investigations to collect, represent and interpret data.		Students estimate, construct and measure angles.	
	Technique	investigation		short response	
	Mode	written/practical		written, practical	
	Diagnostic/ Formative	*Refer to Data Plan*			

MATHS		Term 1	Term 2	Term 3	Term 4
YEAR SIX	Achievement Standard	By the end of Year 6, students use integers to represent points on a number line and in the Cartesian plane. They solve problems using the properties of prime, composite and square numbers. Students order common fractions, giving reasons, and add and subtract fractions with related denominators. They use all 4 operations with decimals and connect decimal representations of measurements to the metric system. Students solve problems involving finding a fraction, decimal or percentage of a quantity and use estimation to find approximate solutions to problems involving rational numbers and percentages. They use mathematical modelling to solve financial and other practical problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices. Students find unknown values in numerical equations involving combinations of arithmetic operations. They identify and explain rules used to create growing patterns. Students create and use algorithms to generate sets of numbers, using a rule. They interpret and use timetables. Students convert between common units of length, mass and capacity. They use the formula for the area of a rectangle and angle properties to solve problems. Students identify the parallel cross-section for right prisms. They create tessellating patterns using combinations of transformations. Students locate an ordered pair in any one of the 4 quadrants on the Cartesian plane. They compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools. Students critique arguments presented in the media based on statistics. They assign probabilities using common fractions, decimal and percentages. Students conduct simulations using digital tools, to generate and record the outcomes from many trials of a chance experiment. They compare observed frequencies to the expected frequencies of the outcomes of chance experiments.			
	Context	Students develop understandings of: **Number** • rational numbers and the use of integers in practical contexts, e.g. locating points in the four quadrants of a Cartesian plane • solve arithmetic problems involving all four operations with natural numbers **Space** • create tessellating patterns **Statistics** • conduct a statistical investigation to determine the mode & range of data, discuss the shape of distributions & communicate findings	Students develop understandings of: **Number and Algebra** • solve arithmetic problems involving all four operations with natural numbers of any size • use mathematical modelling to solve problems, choosing models, representations and calculation strategies and justify solutions • properties of prime, composite and square numbers **Measurement** • use timetables to solve problems	Students develop understandings of: **Number** • solve practical + and - problems involving fractions with related denominators • solve arithmetic problems involving all four operations with decimals • use mathematical modelling to solve problems, choosing models, representations and calculation strategies and justify solutions **Space** • represent objects & 3D spaces in two dimensions • compare the parallel cross-sections of objects and recognise relationships to right prisms **Measurement** • establish the formula for the area of a rectangle • use deductive reasoning in spatial contexts involving lines and angles • identify & compare the parallel cross section for right prisms • convert between common metric units of length, mass and capacity	Students develop understandings of: **Number and Algebra** • solve problems involving fractions, decimals and percentages of a quantity • apply computational approaches to develop algorithms that use rules to generate numbers • recognise and use rules that generate growing number patterns **Probability** • describe and compare probabilities numerically • observe and compare long-run frequencies in repeated chance experiments and simulations
	Assessment – Title	**AT: 1.1 Using integers, locating ordered pairs on the Cartesian plane; creating tessellating patterns**	**AT: 2.1 Finding unknowns, using properties of number, creating a budget using mathematical modelling**	**AT: 3.1 Using mathematical modelling to solve problems involving percentages and rational numbers**	**AT: 4.1 Using pattern rules; solving problems using fractions, decimals and percentages**
	Purpose	Students locate and represent points on a number line and ordered pairs on the Cartesian plane, and to create tessellating patterns using combinations of transformations.	Students find unknowns involving order of operations; solve problems using the properties of prime, composite & square numbers; use mathematical modelling.	Students use mathematical modelling to find the best deal using percentages and rational numbers.	Students estimate and solve problems involving rational numbers and percentages, identify and explain rules in growing patterns, and create and use algorithms.
	Technique	short response	short response	project	test
	Mode	written	written	written	written
	Title	**AT: 1.2 Planning and conducting a statistical investigation about sustainability**	**AT: 2.2 Interpreting and using timetables**	**AT: 3.2 Adding and subtracting fractions, converting units of measurement and solving area and angle problems**	**AT: 4.2 Conducting repeated chance experiments and comparing frequencies**
	Purpose	Students plan and conduct a statistical investigation and compare distributions of data. They critique arguments presented in advertisements based on statistics.	Students interpret and use timetables and plan an itinerary.	Students add and subtract fractions with related denominators. They convert between common units of length, mass and capacity and use all 4 operations with decimals. Students solve problems involving areas of a rectangle and angle properties.	Students conduct a simulated chance experiment including assigning probabilities and comparing the observed frequencies to the expected frequencies.
	Technique	investigation	short response	test	probability experiment and simulation
	Mode	written/practical	written	written	written/practical
	Title			**MS 3.3 Identifying parallel-cross sections for right prisms**	
	Purpose			Students identify the parallel cross-section for right prisms.	
	Technique			short response	
	Mode			written/practical	
	Diagnostic/ Formative	*Refer to Data Plan*			

SCIENCE

CURRICULUM AND ASSESSMENT

SCIENCE		Term 1	Term 2	Term 3	Term 4
PREP	Achievement Standard	By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world. Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others.			
	Context		**Our living world** Students use their senses to observe the external features of plants and animals. They describe ways they can be grouped based on those features and explore how people make and use observations to learn about the natural world. They share their observations with others and represent their observations in provided templates. With guidance, they will identify patterns in their groupings. INCURSION: Wild Rangers	**Our material world** Students are provided with opportunities to examine familiar objects using their senses. Through exploration, investigation and discussion, students will learn that objects can be made from different materials and that these materials have observable properties. Students observe the connection between properties of materials, objects and purposes so that they recognise the scientific decision making in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations. INCURSION: What's it Made From?	**Move it, move it** Students use their senses to observe the movement of objects and understand that science involves exploring and observing using the senses. Students gather different types of information about factors influencing movement through hands-on investigations. They share ideas and represent what they observe. Students can apply and explain knowledge of movement in a familiar situation. INCURSION: How Things Move
	Monitoring Strategies		**MS: Our living world** *Observation - collection of work* Students will: • share observations with others • group plants and animals based on external features • with guidance, represent observations and identify patterns	**MS: Our material world** *Observation - collection of work* Students will: • engage in investigations and make observations safely • describe observable properties of the materials that make up objects • with guidance, represent observations and identify patterns • share questions, predictions, observations and ideas • identify examples of people using observation and questioning to learn about the natural world	**MS: Investigating movement** *Checklist - collection of work* Students will: • describe the properties of a toy • describe how the toy behaves (moves) • explain how the properties influence movement • pose a question

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR ONE	Achievement Standard	By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They describe how different pushes and pulls change the motion and shape of objects. They describe situations where they use science in their daily lives and identify examples of people making scientific predictions. Students pose questions to explore observations and make predictions based on experiences. They follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns. With guidance, they compare observations with predictions and identify further questions. They use everyday vocabulary to communicate observations, findings and ideas.			
	Context		**Biological sciences** Students continue to explore as they identify and compare needs of individual plants and animals, such as air, water, food or shelter, and recognise all plants and animals share some basic needs. Students begin to pose questions to explore simple patterns and relationships. They follow safe procedures to investigate questions. They make and record observations, using provided tables or graphic organisers when sorting plants and animals into groups based on needs. They explore how places meet the needs of the animals and plants living there. Students explore real-world examples of how people use knowledge of the needs of animals and plants, such as caring for pets, growing plants, supporting native animals and plants to meet their needs and protecting natural habitats. Students use digital tools to collect information and create visual representations, such as models, to show relationships between the needs of living things and the places they live. They learn from engaging with the work of scientists, including Australia's first scientists, how science helps us care for living things and the places in which they live. EXCURSION: Lone Pine Sanctuary	**Earth and space sciences** Students continue to develop understanding of patterns by observing daily and seasonal changes in the environment. They continue to pose and answer questions while observing weather and seasonal changes, such as temperature changes, changing wind or rain conditions, how it snows or is hotter/colder in some parts of Australia and not others, and how it gets darker earlier or later in the day at different times of the year. They make predictions about how these changes affect plants (for example: changes in colour, leaf growth, flowering and fruiting), humans and other animals (for example: hibernation or migration). Students build on their ability to sort and order data, for example, by ordering images of seasonal changes across the year or using sequential drawings, calendars, digital photographs or provided tables and organisers to document weather and seasonal changes over time. Students learn to make connections between predictions, observations and real-life decision making by sharing how they have used science knowledge at home (for example: listening to or viewing weather forecasts or observing weather patterns when planning family events or outings or wearing appropriate clothing for the season).	**Physical sciences** Students build on understanding of how science involves observing, asking questions and representing patterns, as they investigate factors influencing ways that objects move, including push and pull force and surface characteristics. Students follow safe procedures and use digital tools as appropriate to answer questions, test their predictions and collect informal measurements of how far objects move when different pushing and pulling forces are applied. With guidance, students are supported to compare their predictions with observations, and infer from their observations and measurements how push and pull forces start or stop the motion of different objects and/or change their shape or direction of travel. They represent push and pull forces (for example: using role-play, labels, arrows or time lapse drawings) and engage with ways of describing their representations using everyday and scientific vocabulary. Students connect scientific knowledge of forces with real-world applications, such as creation of new toys and playground equipment, or design and use of different types of tools in the home and garden.	
	Assessment – Title		**AT: Identifying how living things meet their needs**	**AT: Daily and seasonal changes shape our lives**	**AT: Designing a toy**	
	Assessment – Purpose		Students use a table and organiser to sort information; create a model and to identify how living things meet their needs in the places they live; and communicate observations and ideas.	Students record daily and seasonal weather observations, make predictions, and reflect on how the weather affects their daily lives. To sort and order data and share in a weather report.	Students design a toy that will move with a push or pull, describe a change to the toy and how it affects the toy's movement. Students pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.	
	Technique		investigation	observed demonstration	experimental investigation	
	Type of Text		explanation	description	description	
	Mode		multimodal	multimodal	written/practical	

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR TWO	Achievement Standard	By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions. Students pose questions to explore observed patterns or relationships and make predictions based on experience. They suggest steps to be followed in an investigation and follow safe procedures to make and record observations. They use provided tables and organisers to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions. They use everyday and scientific vocabulary to communicate observations, findings and ideas.			
	Context		**Earth and space sciences** Students begin to recognise Earth as a planet within a larger celestial system as they view images of Earth in space, engage with different types of models of the solar system and identify celestial objects, including sun, moon and stars. They continue to build their understanding of patterns as they record the changing positions of the moon, sun and other stars, appreciating that these patterns can only be observed over extended periods of time, and some events in the sky are only visible during the day and others during the night. Students engage with ways people use patterns in the movement of celestial objects, for example: helping with navigation, or making predictions about future appearances of stars and comets, planetary alignments or meteor showers. Students pose questions and make predictions about events. They begin to recognise that organising observations in provided tables or organisers makes it easier to identify and represent patterns, such as the appearance or position of the moon or changing shadow length across the day, and further develop their use of scientific vocabulary to describe observed patterns.	**Physical sciences** Students suggest and follow safe procedures to produce a variety of sounds using objects and actions, drawing connections between sound energy and vibration. They compare their observations of sounds with those of others to consider if we all sense sound in the same way. Students engage in guided discussions regarding how sound is used in everyday applications, such as: how music can be understood as patterns of sounds and how to use their body or instruments to create music; how traditional musical instruments are used by Aboriginal peoples and Torres Strait Islander peoples to produce unique sounds; examples of toys and digital tools that are voice activated; how sound-activated and voice-activated tools help people manage daily activities such as turning on lights and communicating with others. As they explore the effect of sound energy on objects, students develop their skills in using materials and equipment and making informal measurements. They engage with ways of presenting their findings using digital tools, such as sound recording or graphing and data apps, and build vocabulary for describing sound, such as loudness and pitch.	**Chemical sciences** Students manipulate materials, exploring effects of different actions, including bending, twisting, stretching and breaking into smaller pieces. They build on their understanding of properties of materials, using before and after observations to recognise that those properties stay the same when a material is physically changed. Students investigate physically changing materials to suit purposes, asking questions such as: 'What material best suits a specific purpose and why?' or 'How can different materials be physically changed in similar ways?' They engage with ways Aboriginal peoples and Torres Strait Islander peoples physically change natural materials, such as to make bowls, baskets and various fibre crafts. Through guided discussion, students begin to engage with procedures for safe tests and fair ways to measure something, for example, to compare the effects of pulling a material with different strengths. Students represent, using digital tools as appropriate, ways a material can be physically changed, for example: creating a collage or wallpaper with images and action words. INCURSION: Street Science
	Assessment – Title		**AT: Patterns in the sky**	**AT: Investigating toys with sounds**	**AT: Investigating ways to physically change materials**
	Assessment – Purpose		Students identify and describe celestial objects and predictable patterns in the sky.	Students participate in a guided investigation designing a toy that makes sound and describe the effects of interacting with it. They sort objects according to criteria and share observations with others.	Students safely and fairly investigate ways to physically change materials to build a strong bridge. To make and compare observations, with guidance.
	Assessment – *Technique*		short response	experimental investigation	investigation
	Assessment – Type of Text		description	description	explanation
	Assessment – *Mode*		written	written/practical	multimodal

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR THREE	Achievement Standard	By the end of Year 3 students classify and compare living and non-living things and different life cycles. They describe the observable properties of soils, rocks and minerals and describe their importance as resources. They identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects. They classify solids and liquids based on observable properties and describe how to cause a change of state. They describe how people use data to develop explanations. They identify solutions that use scientific explanations. Students pose questions to explore patterns and relationships and make predictions based on observations. They use scaffolds to plan safe investigations and fair tests. They use familiar classroom instruments to make measurements. They organise data and information using provided scaffolds and identify patterns and relationships. They compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. They communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate.			
	Context	**Earth and Space Sciences** Students investigate the properties of soils, rocks and minerals, including texture, colour, grain or crystal size. They use tables and graphic organisers to organise and compare data and information about their properties. Students investigate a range of soils and rocks as key components of the built and natural environment. They explore everyday uses of minerals as well as explore traditional uses amongst First Nations' Peoples. Students explore the use of scientific explanations to meet needs or to solve problems, such as examining different plant soil requirements and exploring vocabulary used to describe soils. Students compare their findings with those of others and draw conclusions. They use scientific vocabulary to communicate ideas about science, society and Earth resources in posters, diagrams and/or pictorial maps.	**Biological Sciences** Students classify and compare living and non-living things. They explore and use the characteristics of living things to recognise that classifications are not always easy to define or apply. Students examine if all plants and animals grow and change in the same way by investigating different life cycles of plants and animals. They are supported to use more sophisticated ways of identifying patterns and relationships, such as using tables and models to relate physical characteristics of living things with their activity at different stages of their life cycle. They use digital photographs, concrete materials and drawings to represent plant and animal life stages, including metamorphic and non-metamorphic life cycles of animals, and scientific vocabulary to discuss how plants and animals change during their life stages. Students explore how understanding the life cycles of living things can help us create environments that support species like insects, frogs and other animals.	**Physical Sciences** Students identify sources of heat, explore how to sense heat and recognise that changes in temperature can be measured and described. Students compare how well heat transfers through materials such as metals, plastics and ceramics. They examine how scientific explanations of temperature change and heat conduction inform everyday decision making and problem solving, such as determining the best conductor or insulator for an everyday purpose. Students use provided scaffolds to plan and conduct safe and fair investigations into heat transfer and temperature change. With guidance, they use instruments, including timers and thermometers, to collect measurements and record these with accuracy. Students are supported to use digital tools as they further develop their ability to construct and use tables and column graphs. They use these scaffolds to represent and explore patterns and relationships, such as the relationship between ambient temperature and time taken to melt.	**Chemical Sciences** Students plan and conduct investigations into changes of state, including melting and freezing. They compare and record observations of properties before and after a change of state, using digital tools, as appropriate. Students investigate how changes of state involve the removal or addition of heat energy. They classify materials as solids or liquids based on their properties and explore substances that are semi-solid, for example: jelly. Students investigate practical uses for changes of state, including how changes from solid to liquid and liquid to solid support sustainable use of materials. They use provided frameworks and graphic organisers to plan what to change, what to keep the same and what to measure to keep investigations fair and safe. Students compare their findings with those of others, explain how they keep investigations fair and identify further questions for exploration. They draw conclusions based on experimental findings and use scientific vocabulary to describe properties and behaviours of solids and liquids.
	Assessment – Title	**AT 3: Investigating soils, rocks and minerals**	**AT 1: Classifying and comparing living and non-living things and life cycles**	**AT 4: Understanding heat**	**AT 2: Exploring solids and liquids and changes of state**
	Assessment – Purpose	Students investigate the properties of soils, rocks and minerals and their importance as resources, , and share solutions that use scientific explanations.	Students classify and compare living and non-living things and different life cycles and explore patterns and relationships.	Students investigate the behaviour of heat to explain everyday observations. They describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.	Students classify solids and liquids using observable properties and evaluate the causes of a change in state by posing questions and explaining fairness in investigations.
	Technique	investigation	short response	experimental investigation	short response
	Type of Text	description/explanation	comparison	description	explanation
	Mode	written/practical	written	written/practical	written

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR FOUR	Achievement Standard	By the end of Year 4 students identify the roles of organisms in a habitat and construct food chains. They identify key processes in the water cycle and describe how water cycles through the environment. They identify forces acting on objects and describe their effect. They relate the uses of materials to their properties. They explain the role of data in science inquiry. They identify solutions based on scientific explanations and describe the needs these meet. Students pose questions to identify patterns and relationships and make predictions based on observations. They plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. They use simple procedures to make accurate formal measurements. They construct representations to organise data and information and identify patterns and relationships. They compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions. They communicate ideas and findings for an identified audience and purpose, including using scientific vocabulary when appropriate.			
	Context	**Biological sciences** Students investigate different habitats, including their local habitat, to identify the roles of organisms and their feeding relationships. They categorise organisms as producers, consumers or decomposers and explain their importance within habitats. Students construct food chains to represent the feeding relationships of producers and consumers using drawings, labels, images, arrows, models or digital tools. They compare food chains to identify simple patterns and relationships in habitats, including the importance of producers. Students learn that models can be used to predict the effect of missing or malfunctioning components. They use graphs to explore the effects of changing numbers of producers or consumers in a habitat and to predict changes in the food chain as a result of introduced predators. They use scientific vocabulary to share ideas and findings about roles and feeding relationships, and communicate to the local community about the effects of introduced organisms on food chains.	**Earth and space sciences** Students observe how local water sources change over time, such as in evaporating puddles, faster flowing creeks after rainfall or rising and falling dam or tank water levels. They learn how scientists use rainfall and water usage data to explain changes in water flow and availability over time. Students develop understanding of water cycle processes through everyday examples, experiments, constructing maps of local water sources and rainfall graphs, and engaging with models, games and/or digital simulations of interactions between system components. They learn scientific ways of describing patterns and relationships, including how water cycles through the environment, for identified audiences and purposes and using appropriate scientific vocabulary and digital tools. Students consider the importance of saving and recycling water and share ideas about how individuals and communities can take action to reduce water consumption and waste.	**Physical sciences** Students investigate the effects of frictional, gravitational and magnetic forces on motion and ways in which one object can exert forces on another. They continue to build their understanding of planning and conducting safe and fair tests. They explore interactions between force and motion in design solutions that make use of frictional, gravitational or magnetic forces, such as medical applications, security, transport, magnetic launch or braking systems, and game or toy designs, including those of Aboriginal peoples and Torres Strait Islander peoples. Students make formal measurements using familiar scaled instruments and digital tools, organise force data in tables and graphs and learn how to represent force direction and magnitude using force arrows. Students continue to assess fairness of investigations by comparing their findings with those of their peers and begin to draw conclusions that reflect collected data and information about forces acting on objects.	**Chemical sciences** Students examine natural and manufactured materials used in familiar objects, such as shoes, drink containers or backpacks, to describe the relationship between material properties and use. They investigate why some materials are used more frequently or combined for specific products, including how Aboriginal peoples or Torres Strait Islander peoples use and combine materials for different purposes. Students continue to understand the importance of fair methods for drawing conclusions as they use investigation scaffolds, tables, graphic organisers and/or digital tools to plan and conduct safe investigations of material properties. They begin to appreciate the value of making accurate formal measurements, using digital tools as appropriate, and comparing their findings with those of peers to identify factors that may have led to differences. Through experimentation, students consider how scientific understanding of material properties, functionality and sustainability can be used to address needs and solve problems, such as use and disposal of plastics.
	Assessment – Title	**AT 1: Identifying roles of organisms and constructing food chains**	**AT 3: Investigating water in the environment**	**AT 4: Investigating contact and non-contact forces**	**AT 2: Investigating materials and their properties**
	Assessment – Purpose	Students identify producers, consumers and decomposers in habitats and construct food chains, explaining feeding relationships and the roles of organisms in habitats.	Students construct representations of the water cycle and describe the movement of water through the environment, investigate how data is used to make decisions about the use of water, and share findings using scientific vocab.	Students identify how contact and non-contact forces are exerted on an object. Students conduct their own investigation, make a prediction, collect data and identify patterns.	Students plan and conduct a safe and fair investigation that relates the properties of materials to their use.
	Assessment – *Technique*	short response	investigation	experimental investigation	experimental investigation
	Assessment – Type of Text	explanation	explanation	description	explanation
	Assessment – *Mode*	written/practical	multimodal	written/practical	written/practical

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR FIVE	Achievement Standard	By the end of Year 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth's surface. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities. Students plan safe investigations to identify patterns and relationships and make reasoned predictions. They identify risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed and measured. They use equipment to generate data with appropriate precision. They construct representations to organise data and information and describe patterns, trends and relationships. They compare their methods and findings to those of others, identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. They use language features that reflect their purpose and audience when communicating their ideas and findings.			
	Context	**Biological sciences** Students pose and investigate questions about the relationship between structural features and behaviours and survival in specific habitats. They identify patterns in survival strategies (for example: similarities and differences in how organisms conserve water in arid environments) and if similar survival strategies exist amongst organisms across different habitats (for example: body patterns that help organisms camouflage). Students engage with the research of scientists to examine how new discoveries, such as biofluorescence, have led to further discoveries and new understandings about the features and behaviours of organisms. Students create displays, such as digital presentations, to share information about the structural features and/or behaviours of animals and plants surviving in particular habitat conditions. They explore real-world examples of biomimicry to propose how a survival feature of an organism could inspire a human design solution, for example: climate-controlled buildings, antibacterial surfaces, aircraft and train design, robotics, drone flight, fashion and materials.	**Earth and space sciences** Students explore changes in local landscapes and investigate how wind, weather, water and/or gravity erode and/or relocate materials, resulting in slow or rapid change that shapes Earth's surface. They examine how human activities, such as deforestation and urban development, accelerate these changes, and consider impacts on communities. Students describe how collaboration amongst geologists, hydrologists and farmers has led to scientific advances, such as the development of erosion management techniques. They examine how knowledge of erosion is used to design landscape features that protect fragile environments, such as pathways and barriers in national park environments. Students collect and record fieldwork and experimental data, identifying safety and intercultural considerations for conducting investigations on Country/Place. They record and analyse fieldwork and research data to support predictions of future changes to landscapes and proposals for erosion mitigation strategies, such as those used to combat beach erosion or stabilise road construction sites.	**Physical sciences** Students investigate observable phenomena associated with light, such as the formation of shadows. They continue to develop knowledge and skills in making reasoned predictions and analysing patterns in the observable effects of light, including recognising that light travels in straight paths. Students continue to develop the ability to ask testable questions and design experiments that investigate these questions, such as planning methods to test light transfer through different mediums. They use equipment, including digital tools, to observe how light is reflected and refracted by prisms, mirrors and water, and explore applications of light's reflective and refractive properties, such as in periscopes, mirror mazes, kaleidoscopes and holographic videos. Students use models, including ray diagrams, to visualise the path of light as it interacts with surfaces. They develop explanations for how and why light properties are used to design tools, technologies and systems that enhance daily life, improve efficiency and solve problems, such as reducing light pollution with covered bulbs facing downwards in streetlights, or using automated systems or motion sensors to turn lights on and off.	**Chemical sciences** Students continue to develop their understanding of variables to change, measure and control as they plan safe and fair experiments involving changes of state. They measure data, including mass and temperature, using scaled instruments for precision. They represent this data in tables and graphs, using digital tools where appropriate, to identify patterns and relationships between observable properties of solids, liquids, gases and changes of state. Students examine how changes of state have applications in technology, industry or space exploration, such as use of materials that absorb/release heat during melting/freezing in building insulation, clothing or laptop cooling. Students begin to recognise the importance of reflecting on their own experimental methods to identify potential sources of error. They build on their understanding of relationships when they draw conclusions about how properties relate to particulate arrangement. They use visual and physical models to represent particle arrangements and motions in solids, liquids and gases.
	Assessment – Title	**AT 1: Investigating survival strategies**	**AT 3: Changes to Earth's surface**	**AT 4: Explaining the transfer of light**	**AT 2: Solids, liquids and gases**
	Assessment – Purpose	Students investigate and explain how form and behaviour of living things help them survive in their habitat and identify an example of where scientific knowledge informs human action.	Students describe key processes that change Earth's surface and examples of scientific collaboration. They plan safe fieldwork, identifying patterns and relationships, making reasoned predictions and identifying risk and intercultural considerations.	Students describe and apply knowledge of everyday phenomena associated with the transfer of light.	Students relate the observable properties of solids, liquids and gases to particle motion and arrangement. To identify variables in an investigation method and construct representations to organise data and information and describe patterns, trends and relationships.
	Assessment – *Technique*	investigation	investigation	short response	short response
	Assessment – Type of Text	explanation	description	explanation	description
	Assessment – *Mode*	multimodal	written/practical	multimodal	written

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR SIX	Achievement Standard	By the end of Year 6 students explain how changes in physical conditions affect living things. They model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth. They identify the role of circuit components in the transfer and transformation of electrical energy. They classify and compare reversible and irreversible changes to substances. They explain why science is often collaborative and describe different individuals' contributions to scientific knowledge. They describe how individuals and communities use scientific knowledge. Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings.			
	Context	**Biological sciences** Students begin to understand interdependencies in biological systems as they engage with different investigation approaches, including researching, experimental testing and field observation. Students appreciate the role of controlling variables and the value of accuracy in measurements to ensure investigations are repeatable. They develop their ability to plan and conduct safe methods to analyse how a changed variable affects a measurable variable. Students explore how different graph types are used to show relationships, patterns and/or trends in growth and survival over time and use these to make predictions, develop scientific explanations and draw reasoned conclusions. Students use digital tools as appropriate to investigate how changes in physical conditions, such as temperature, light availability and rainfall, affect organisms, and predict impacts of these changes. Students examine the importance of collaboration across different fields of STEM. They examine the influence of Aboriginal peoples' and Torres Strait Islander peoples' traditional ecological knowledges on the field of restoration ecology.	**Physical sciences** Students experiment with constructing real and virtual circuits to examine the purpose of each component, including switches, and determine what is needed to allow flow of electrical current. They identify and classify components in electrical circuits and learn to describe energy flows in terms of transfer and transformation. Students continue to pose, refine and test their investigable questions, including why different electrical conductors and insulators may be used. When planning and conducting fair tests, they understand the importance of measuring and recording data with precision and accuracy. They select and use scaled instruments, such as ammeters or multimeters, and record data using standard units, such as volts and amperes. They construct representations to organise and process data, such as electrical circuit diagrams with accepted conventions for representing components. Students identify potential risks when working with electrical equipment and communicate about electrical hazards and safe use of electrical devices. They explore how electricity is used at home and in the community, such as how scientific knowledge informs safety measures in providing households and businesses with access to electricity.	**Earth and space sciences** Students continue to develop understanding of how system components are interdependent through modelling the distances and relationships between the sun and planets in the solar system, and Earth's movements in relation to the sun. They recognise the role of gravity in keeping the planets in orbit around the sun. Students work collaboratively and engage with virtual simulations and research to develop models. They use these to explain planetary movement relative to the sun and how Earth's axial tilt, rotation and revolution around the sun relate to cyclic observable phenomena, including variable day/night length and amount of sunlight on the surface of different regions on Earth. Students acknowledge Aboriginal peoples' and Torres Strait Islander peoples' knowledges of the night sky. They explore use of these knowledges for timekeeping purposes, and representation and communication through oral cultural records, rock paintings, paintings and stone arrangements. Students construct a timeline showing ways in which international collaboration and contributions of scientists, mathematicians and astronomers have advanced ideas about the solar system, e.g.: the ISS program.	**Chemical sciences** Students explore changes during dissolving, change of state, cooking and rusting, and compare the substances produced during these changes with the original substances. Students refine their ability to pose questions that enable scientific investigation of relationships, such as between the amount of added heat energy, and whether a change is reversible or irreversible. Students continue to develop their understanding and skills in planning safe experimental methods to test relationships, such as comparing ways of changing substances, and properties of substances before and after change. They collect and record observations and experimental data, using digital tools as appropriate, to establish criteria for categorising changes as reversible or irreversible. As they conduct and report on experiments involving reversible or irreversible change, students learn how to identify strengths and weaknesses in practices, recognise errors in data collecting methods, discuss the effect of different variables on experiment outcomes, and select evidence to support reasoned conclusions. Students engage with examples of how reversible and irreversible changes are used in sustainable practices, e.g.: to recycle materials.
	Assessment – Title	**AT 1: Investigating how changes in physical conditions affect organisms**	**AT 4: Exploring energy and electricity**	**AT 3: The solar system**	**AT 2: Reversible and irreversible changes**
	Assessment – Purpose	Students investigate how organisms are affected by changes in a physical habitat condition.	Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity.	Students use models to show relationships between the sun and planets in the solar system and explain how Earth's position relative to the sun relates to observable phenomena. They investigate how scientific knowledge of the solar system has developed through collaboration and individual contributions.	Students consider equipment choices, evaluate experimental methods and compare and classify changes to substances.
	Technique	experimental investigation	short response	investigation	short response
	Type of Text	explanation	description		comparison
	Mode	written/practical	multimodal	multimodal	written

HASS

CURRICULUM AND ASSESSMENT

HASS		Semester 1– My family history	Semester 2 – My special places
PREP	Achievement Standard	By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them. Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.	
	Context	Inquiry question: • What is my history and how do I know? In this unit, students: • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others • investigate celebrations and commemorations of significant events shared with their families and others • share a perspective on information, such as stories about significant events • share stories about personal and family events in the past INCURSION: Renata Jayne - Families	Inquiry question: • What are places like and what makes them special? In this unit, students: • draw on studies at the personal scale, including places where they live or other places that are familiar to them • recognise what makes a 'place' special • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • describe special places and the reasons they are special to people • reflect on learning to suggest ways they could contribute to the caring of a special place.
	Monitoring Strategies	**MS: My family history** *Observed demonstration - Collection of Work* Students explore important events celebrated in their lives. The assessment will gather evidence of the student's ability to: • identify important events in their own lives, including an event that is celebrated or commemorated by their family • recognise how important family events are celebrated or commemorated • sequence familiar events in order • pose questions about familiar people and events • relate a story about an important event from their past.	**MS: My special places** *Observed demonstration - Collection of Work* Students identify, represent and describe the features of familiar places, and suggest ways to care for these places. The assessment will gather evidence of the student's ability to: • describe features of familiar places • recognise that places can be represented on maps and models • reflect on their learning to suggest ways to care for a familiar place • share and compare their observations about a familiar place (eg a playground, classroom or library).

HASS		Term 1 - My changing life	Term 2 - My changing world	Term 3	Term 4
YEAR ONE	Achievement Standard	By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.			
	Context	Inquiry questions: • How has my family and daily life changed over time? In this unit, students: • explore family structures and the roles of family members over time • recognise events that happened in the past may be memorable or have personal significance • identify and describe important dates and changes in their own lives • compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences • respond to questions about the recent past • sequence and describe events of personal significance using terms to describe the passing of time • examine sources, such as images, objects and family stories, that have personal significance • share stories about the past. INCURSION – Stepping in to history	Inquiry questions: • What are the features of my local places and how have they changed? In this unit, students: • draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops • recognise that the features of places can be natural, managed or constructed • identify and describe the natural, constructed and managed features of places • examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places • represent local places using pictorial maps and describe local places using the language of direction and location • respond to questions to find out about the features of places, the activities that occur in places and the care of places • collect and record geographical data and information, such as observations and interviews to investigate a local place • reflect on learning to respond to questions about how features of places can be cared for.		
	Assessment	**AT: My changing life** *Collection of samples: Test - short response and response to stimulus* Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time. The assessment will gather evidence of the student's ability to: • identify and describe important changes in their own lives • sequence personal changes and family events in order • compare aspects of daily life in the recent past to the present • respond to questions about the recent past and present • use everyday terms denoting the passing of time • relate a story about the past.	**AT: Assessment task — My changing world** *Collection of samples: Test - short response / Project – excursion observations* Students investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it. The assessment will gather evidence of the student's ability to: • describe the features of familiar places and identify changes to the features of places • recognise that people describe the features of places differently and respond to questions about places • collect and interpret data and information from observations and sources provided • represent the location of different places and their features on labelled maps and describe direction and location • reflect on their learning to suggest ways to care for places.		

HASS		Term 1 – Present connections to places	Term 2 – Impacts of technology over time	Term 3	Term 4
YEAR TWO	Achievement Standard	By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.			
	Context	Inquiry question: • How are people connected to their place and other places? In this unit, students: • draw on representations of the world as geographical divisions and the location of Australia • recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another • identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections • respond with ideas about why significant places should be preserved and how people can act to preserve them. Link with Maths - location	Inquiry questions: • What aspects of the past can you see today and what do they tell us? In this unit, students: • investigate continuity and change in technology used in the home, for example, in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations • use information gathered for an investigation to develop a narrative about the past. EXCURSION: Caboolture Historical Village		
	Assessment	**AT: Present connections to places** *Collection of samples: Test – short response and response to stimulus* Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved. The assessment will gather evidence of the student's ability to: • recognise that places can be described at different scales, and that the world can be divided into major geographical divisions • identify the features that define places and represent the location of places and their features on plans and labelled maps • sort, record and interpret geographical information and data to draw conclusions about how people are connected to places • reflect on their learning to suggest reasons why an important site should be preserved, and how it can be preserved.	**AT: Impacts of technology over time** *Collection of samples: Project – interview, Venn, excursion observations* Students interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time. The assessment will gather evidence of the student's ability to: • pose questions to investigate how changing technologies affected the lives of people over time • identify information from provided sources to answer questions posed • sequence familiar objects in chronological order to represent continuity and change • draw simple conclusions about continuities and changes to technologies and the impacts of change on the lives of people • present a narrative using terms denoting time.		

HASS		Term 1 – Celebrations and Commemorations	Term 2 – Our Community Past and Present	Term 3 – Australia and its Neighbours	Term 4 – Rules and Laws
YEAR THREE	Achievement Standard	By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities. Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.			
	Context	Inquiry question: *How do people contribute to their communities?* In this unit, students: • identify events from the past that have significance in the present • identify differing points of view about celebrations and commemorations within the community • explain how and why people participate in and contribute to communities • describe how they could participate in a local celebration • pose questions and locate and collect information from sources, including observations, to answer questions and draw simple conclusions • communicate ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.	Inquiry question: *How has our community changed over time?* In this unit, students: • identify the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area • identify and describe aspects of their community that have changed and remained the same over time • locate and collect information from sources, including observations, to answer questions and draw simple conclusions • sequence information about events in chronological order	Inquiry question: *How and why are places similar or different?* In this unit, students: • describe the diverse characteristics of places in Australia and in neighbouring countries and explain the similarities and differences between them • record and represent data in different formats, including labelled maps using basic cartographic conventions • interpret data to identify and describe simple distributions and draw simple conclusions • pose questions and locate and collect information from sources to answer questions and draw simple conclusions • communicate ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.	Inquiry question: *How do rules and laws help our community?* In this unit, students: • explain the role of rules in the community and share views on an issue related to rulemaking • describe the importance of making decisions democratically • suggest individual action in response to an issue or challenge • communicate ideas in oral, visual and written forms using simple discipline-specific terms.
	Assessment	**AT: Contributing through Community Celebration** *Investigation* Students will pose questions to guide their research of a celebration within the community. They will investigate different points of view and how people contribute to the event. The assessment will gather evidence of the student's ability to: • pose questions and collect information from sources • describe how significant events and aspects of the past are remembered today • identify different groups' points of view about a celebration • explain how and why people participate in and contribute to their communities • communicate findings in written forms using simple discipline-specific terms.	**AT: Our School Past and Present** *Test - short response* Students will identify how the local area has changed over time. The assessment will gather evidence of the student's ability to: • use information from different sources to identify how the local area has changed over time and to sequence these changes in chronological order	**AT: Australia's Neighbours** *Test – short response / Investigation* Students will use their understanding of maps and tables to identify key facts about Australia. Students will pose questions to guide their research of a neighbouring country. They will then compare the country to Australia. . The assessment will gather evidence of the student's ability to: • analyse data and record information about a country using maps and tables • identify connections between people and the characteristics of places • describe the diverse characteristics of different places and identify similarities and differences • interpret data to identify simple distributions and draw conclusions	**AT: Rules and Laws** *Test - short response* Students will use their understanding of democratic decision-making and rules to propose a rule change. The assessment will gather evidence of the student's ability to: • identify and explain who makes rules and why they make them • describe examples of appropriate rules for different contexts • identify different points of view around a rule • explain the importance of democratic decision-making

HASS		Semester 1 – Early exploration and settlement	Semester 2 - Sustainable use of places
YEAR FOUR	Achievement Standard	By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge. Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.	
	Context	Inquiry questions: *What were the short- and long-term effects of European settlement?* In this unit, students will: • make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia • investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people • analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment • draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra *nullius*. • explore the diversity of different groups within their local community • consider how personal identity is shaped by aspects of culture, and by the groups to which they belong • examine the purpose of laws and distinguish between rules and laws EXCURSION: Moreton Bay – First Contact	Inquiry questions: *How can people use environments more sustainably?* In this unit, students will: • explore the concept of 'place' with a focus on Africa and South America • describe the relative location of places at a national scale • identify how places are characterised by their environments • describe the characteristics of places, including the types of natural vegetation and native animals • examine the interconnections between people and environment and the importance of environments to animals • identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places • investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste • recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments • propose actions for caring for the environment and meeting the needs of people. Link with Digital Technologies Semester 1
	Assessment	**AT: European exploration and settlement** *Test – short response* Students explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity and sense of belonging in society. The assessment will gather evidence of the student's ability to: • describe factors that shape a person's identity and sense of belonging • recognise the importance of laws in society • examine information to distinguish between facts and opinions • explain how and why life changed in the past • identify aspects of the past that have remained the same • describe the experiences of a group in the past • recognise the significance of events in bringing about change • locate information from different sources to answer questions • sequence information about events and the life of individual in chronological order with reference to key dates • present ideas, findings and conclusions using discipline-specific terms	**AT: Sustainable use of places** *Test – response to stimulus* Students investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge. The assessment will gather evidence of the student's ability to: • pose questions to guide an investigation • locate and collect information and data from different sources, including observations • sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions • describe and compare the diverse characteristics of different places at local and national scales • identify interconnections between components of the environment and between people and the environment • identify structures that support waste management in their local community • identify different views on how to respond to an issue or challenge • interpret data and information to identify and describe distributions and simple patterns and draw conclusions • reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action • present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

HASS	Term 1 - People and the environment	Term 2– Managing Australian communities - Australian communities of the future	Term 3– Communities in colonial Australia (1800's)	Term 4 -– Participating in Australian Communities
YEAR FIVE				
Achievement Standard	By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge. Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.			
Context	Inquiry question: *How do people and environments influence one another?* In this unit, students will investigate: • the characteristics of places in Europe and North America and the location of their major countries in relation to Australia • the human and environmental factors that influence the characteristics of places and the interconnections between people and environments • the impact of human actions on the environmental characteristics of places in two countries in Europe and North America • how to complete maps using cartographic conventions • the language used to describe the relative location of places at a national scale • how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions.	Unit 2-Knowledge and Understanding Inquiry questions: *How are people and environments managed in Australian communities?* In this unit, students will investigate: • how places are affected by the interconnection between people, places and environments • the influence of people on the human characteristics of places, including how the use of space within a place is organised • the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management • environmental challenges in the form of natural hazards • ways in which people respond to a geographical challenge and the possible effects of actions. Unit 5 - Knowledge and Understanding Inquiry questions: *What is the relationship between environments and my role as a consumer?* In this unit, students will investigate: • how to distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used • how different types of resources are used by societies to satisfy needs and wants of present and future generations • how a variety of factors influence consumer choices, and that different strategies can be used to help make informed consumer and financial choices. EXCURSION: Gold Rush	Inquiry question: *How have individuals and groups in the colonial past contributed to the development of Australia?* In this unit, students will investigate: • key events related to the development of British colonies in Australia after 1800 • the economic, political and social reasons for colonial developments in Australia after 1800 • aspects of daily life for different groups of people during the colonial period in Australia • the effects that colonisation had on the lives of Aboriginal peoples and on the environment • significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration • the significance of individuals and groups in shaping the colonies, especially through inland exploration.	Inquiry questions: *How have people enacted their values and perceptions about their community, other people and places, past and present?* In this unit, students will investigate: • the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice • significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor • representative democracy and voting processes in Australia • how laws impacted on the lives of people in the past. • how laws impact on the lives of people in the present (from Unit 2)
Assessment	**AT: People and the environment** *Test - response to stimulus/extended response* Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live. The assessment will gather evidence of the student's ability to: • explain the characteristics of places in different locations at local to national scales • identify and describe the interconnections between people and the human and environmental characteristics of places, and between environments. • interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence • sort, record and represent data in different formats, including large-scale and small-scale maps • present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.	**AT: Managing Australian communities** *Test – short response/response to stimulus* Students identify how the people's resourcing needs and wants regarding environmental issues are managed in Australian communities. The assessment will gather evidence of the student's ability to: • identify the effects of these interconnections on the characteristics of places and environments • locate and collect data and information from a range of sources to answer inquiry questions. • interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships • independently propose action, describing the possible effects of their proposed action • present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. • recognise and describe factors and identify strategies that affect the choices that need to be made when allocating resources. • present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.	**AT: Communities in Colonial Australia (1800s)** *Test - short response/response to stimulus* Students describe how and why life changed and stayed the same for people in a colonial Australian community and describe the significance of an early inland explorer in bringing about change to colonial Australia. The assessment will gather evidence of the student's ability to: • describe the significance of people and events/developments in bringing about change • identify the causes and effects of change on particular communities • describe aspects of the past that have remained the same • describe the experiences of different people in the past • examine sources to determine their purpose and to identify different viewpoints • sequence information about events and the lives of individuals in chronological order using timelines • present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.	**AT: Participating in Australian communities** *Test – short response* Students investigate democratic values and processes in the school community. The assessment will gather evidence of the student's ability to: • identify the importance of values and processes to Australia's democracy • identify different viewpoints • generate alternative responses to an issue • reflect on their learning to independently propose action, describing the possible effects of their proposed action • present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. • describe the roles of different people in Australia's legal system

HASS	Term 1 - Australia in the past	Term 2– Australians as global citizens	Term 3– Australia in a diverse world/ Australia's global connections	Term 4 - Making decisions to benefit the community
YEAR SIX **Achievement Standard**	By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge. Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.			
Context	**Inquiry questions:** ***How have key figures, events and values shaped Australian society, its system of government and citizenship?*** In this unit, students: • examine the key figures, events and ideas that led to Australia's Federation and Constitution • recognise the contribution of individuals and groups to the development of Australian society since Federation • investigate the key institutions, people and processes of Australia's democratic and legal system • locate, collect and interpret information from primary sources • sequence information about events and the lives of individuals in chronological order • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.	**Inquiry questions:** ***What does it mean to be an Australian citizen?*** ***How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?*** In this unit, students: • recognise the responsibilities of electors and representatives in Australia's democracy • consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens • identify different points of view and solutions to an issue • generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others • examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children • investigate stories of groups of people who migrated to Australia since Federation • sequence information about events and represent time by creating timelines. • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.	**Inquiry questions:** ***How do places, people and cultures differ across the world?*** In this unit, students: • examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia • investigate differences in the economic, demographic and social characteristics of countries across the world • consider the world's cultural diversity, including that of its indigenous peoples • identify Australia's connections with other countries • organise and represent data in large- and small-scale maps using appropriate conventions • interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.	**Inquiry questions:** ***How can resources be used to benefit individuals, the community and the environment?*** In this unit, students: • investigate a familiar community or regional economics or business issue that may affect the individual or the local community • examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs • identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment • recognise the reasons businesses exist and the different ways they provide goods and services • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.
Assessment	**AT: Australia in the past** *Investigation – multimodal report* *Test – short response* Students explain the significance of key people, events, institutions and processes to the development of the Australian nation. The assessment will gather evidence of the student's ability to: • explain the significance of Federation and the contribution of individuals towards Federation • explain the causes and effects of Federation on Australian society • explain the importance of people, institutions and processes to Australia's democracy and legal system • locate and collect useful data and information from primary and secondary sources • examine sources to determine their origin and purpose and to identify different perspectives in the past • sequence information about events, the lives of individuals and selected phenomena in chronological order • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.	**AT: Australians as citizens** *Test – extended response* Students investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past. The assessment will gather evidence of the student's ability to: • identify and describe continuities and changes for different groups in the past • compare the experiences of different people in the past • describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens • explain different views on how to respond to an issue or challenge • generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.	**AT: Australia in a diverse world/ Australia's global connections** *Test – short response/response to stimulus* Students demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms. The assessment will gather evidence of the student's ability to: • describe, compare and explain the diverse characteristics of different places in different locations from local to global scales • describe how people, places, communities and environments are diverse • interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions • organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.	**AT: Making decisions to benefit my community.** *Test – short and extended response* Students explain ways that resources can be used to benefit individuals, the community and the environment The assessment will gather evidence of the student's ability to: • recognise why choices about the allocation of resources involve trade-offs • explain why it is important to be informed when making consumer and financial decisions • identify the purpose of business and recognise the different ways that businesses choose to provide goods and services • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate communication conventions and discipline-specific terms.

HPE: HEALTH

CURRICULUM AND ASSESSMENT

PREP	HEALTH		Term 1	Term 2	Term 3	Term 4
	Achievement Standard		By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive.			
	Context		**Me and My Family** In this unit students explore information about what makes them unique and the people in their world. Students will: • understand that they are an individual with unique qualities • share where they come from and the people in their lives • make personal connections with stories that explore identity and belonging • explore similarities and differences in family structures • explore some cultural practices from different cultures that are important to other classmates **RRE: Personal and social awareness** • personal strength Links to HASS: My Family History	**Being Healthy** In this unit students identify the actions that will keep them healthy such as diet, hygiene and physical activity. They will practise personal and social skills to interact respectfully. Students will: • identify body parts and individual characteristics • identify and explore how we look after our bodies • investigate the importance of activity to look after our body • explore healthy food choices • identify who helps them keep healthy and active.	**Emotions and Positive Interactions** In this unit students will express and describe different emotions they experience. They will explore and practice ways to interact with others in a variety of settings. Students will: • 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 **RRE: Respectful Interactions** • interacting positively with others • including others	**Being Safe** In this unit students identify actions that keep them safe in situations where they may encounter danger such as medicines, poisons, water, fires and online. Students will demonstrate protective behaviours to keep themselves safe. Students will: • understand what children should do to keep themselves safe in different situations, in person and online • 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 **RRE: Protective Behaviours** • body privacy • help seeking from trusted friends This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum
	Assessment	Title	**AT: Me and My Family**	**AT: Being Healthy**	**AT: Emotions and Positive Interactions**	**AT: Being Safe**
		Purpose	Students identify the similarities and differences between themselves and their classmates.	Students describe actions that help them be healthy and physically active.	Students view stimulus pictures and respond to questions. They identify and describe the different emotions people experience.	Students recognise actions that help keep them safe with medicines, poisons, water and fire. They will demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities.
		Technique	project - folio	project - folio	interview – response to stimulus	project - folio
		Mode	spoken, visual	spoken, visual	spoken	spoken, role-play

HEALTH	Term 1	Term 2	Term 3	Term 4
YEAR ONE — Achievement Standard	By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement			
Context	**A little independence** In this unit 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. Students will: • 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 **RRE: Personal and Social Awareness** • changing and responsibility	**Good choices, healthy me** In this unit students will 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 will describe actions that keep themselves and others healthy in different situations. Students will: • 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.	**We all belong** In this unit 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. Students will: • 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 **RRE: Respectful interactions** • friendship, inclusion and belonging	**My safety, my responsibilities** In this unit 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 and cyber safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. Students will: • examine safe and unsafe situations and strategies to keep safe including cyber safety • recognise and rehearse strategies that help keep them safe including cyber safety • explore how responsibilities increase as they grow older • examine situations where they may need to seek help from others including cyber safety • recognise safety clues and rehearse strategies they can use to seek help including cyber safety **RRE: Protective behaviours** • help seeking and reporting This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum INCURSION: Fire Department visit
Assessment	**AT: A Little Independence** *Project – folio* Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. Assessment will gather evidence of the student's ability to: • describe changes that occur as they grow older • recognise diversity and how it contributes to identities	**AT: Good Choices Healthy Me** *Project – folio (Short answer questions)* Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • examine messages related to health decisions and describe actions that help keep themselves and others healthy	**AT: We all belong** *Project – folio* Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • recognise diversity and how it contributes to identities • recognise how emotional responses impact on other's feelings	**AT: My safety, my responsibilities** *Project – folio* Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • describe changes that occur as they grow older • select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems

HEALTH	Term 1	Term 2	Term 3	Term 4
YEAR TWO – Achievement Standard	By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement			
YEAR TWO – Context	**My classroom is healthy, safe and fun** In this unit, 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. Students will: • 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 **RRE: Protective behaviours** • speaking up about body safety	**Our culture** In this unit, students explore what shapes their own, their family and classroom's identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students will explore the importance of celebrating who they are and respecting each other's similarities and differences. Students will: • 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 **RRE: Personal and social awareness** • emotional responses	**Stay safe** In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe, including cyber safety. 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. Students will: • understand their personal responsibility in staying safe including cyber safety • understand how to stay safe in the wider community including cyber safety • identify the clues that can be used to recognise safe and unsafe situations including cyber safety • 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 **RRE: Respectful Interactions** • gender respect This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum	**Message targets** In this unit, 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. Students will: • 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.
YEAR TWO – Assessment	**AT: My classroom is healthy, safe and fun** *Project – folio* Students will answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe. The assessment will gather evidence of the student's ability to: • describe actions that help keep themselves and others healthy and safe • select and apply strategies to keep themselves and others healthy and safe.	**AT: Our culture** *Investigation - research project* Students will complete an assignment. They will read the personal profiles of individuals from diverse backgrounds and explore their identity to produce a poster describing themselves and their cultural identity. The assessment will gather evidence of the student's ability to: • recognise diversity and how it contributes to cultures	**AT: Stay safe** *Project – folio* Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. Students will view information about safe behaviours and be given scenarios to role play safe behaviours The assessment will gather evidence of the student's ability to: • describe changes that occur as they grow older • recognise how emotional responses impact on others' feelings • select and apply strategies to keep themselves healthy safe and able to ask for help with a task or problems.	**AT: Message targets** *Project – folio* Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • examine health messages and describe actions that will keep themselves and others healthy and physically active.

HEALTH		Term 1	Term 2	Term 3	Term 4
YEAR THREE	Achievement Standard	By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.			
	Context	**Good friends** In this unit students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will investigate strategies to assist them in establishing and maintaining respectful friendships. Students will: • 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 change over time • investigate strategies for managing friendships **RRE: Respectful interactions** • upholding human rights	**Healthy futures** In this unit students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school. Students will: • 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.	**Feeling Safe** In this unit, students explore risk-taking behaviours, their rights and responsibilities and decision-making strategies. They explore cyber safety, bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe. Students will: • determine the difference between feeling safe and unsafe including online behaviours • 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 including cyber safety • investigate strategies to reduce bullying and promote positive interaction including cyber safety • investigate the effects of risk-taking behaviour including cyber safety • examine their school culture and determine how they contribute towards a positive school culture **RRE: Protective behaviours** • positive coping strategies in gendered situations	**I am healthy and active** In this unit 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. Students will: • 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. **RRE: Personal and Social Awareness** • gender stereotypes, choices and behaviours
	Assessment	**AT: Good Friends** *Test - short answer* Students respond to a case study and a series of activities about changes and making new friends. The assessment will gather evidence of the student's ability to: • understand how to interact positively with others in different situations • investigate how emotional responses vary • recognise strategies for managing change • examine influences that strengthen identity.	**AT: Healthy Futures** *Test - short answer* Students investigate sustainable practices at school. They make suggestions about extending the practice outside school. The assessment will gather evidence of the student's ability to: • interpret health messages and discuss the influences on healthy and safe choices • describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.	**AT: Feeling Safe** *Test - short answer and Investigation - poster* Students respond to a stimulus to understand how to interact positively with others. They select and demonstrate strategies to help them stay safe. The assessment will gather evidence of the student's ability to: • understand how to interact positively with others • use decision making and problem-solving skills to select and demonstrate strategies that help them stay safe.	**AT: I am Healthy and Active** *Test - short answer* Students examine strategies to be healthy and active and identify how to apply these strategies to their activity routine. The assessment will gather evidence of the student's ability to: • understand the benefits of being fit and active • use problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.

HEALTH		Term 1	Term 2	Term 3	Term 4
YEAR FOUR	Achievement Standard	By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.			
	Context	**Netiquette and online protocols** In this unit students examine and interpret health information about cyber safety and online protocols. They describe and apply strategies that can be used in cyberbullying situations. 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. Students will: • 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. **RRE: Protective Behaviours** • help seeking in gendered situations	**Culture in Australia – Positive interactions** In this unit 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. Students will: • 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. **RRE: Respectful interactions** • challenging gender stereotypes	**Making healthy choices** In this unit students will identify strategies to keep healthy and improve fitness. They will explore the *Australian Guide to Healthy Eating* and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages. Students will: • 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.	**Health channels** In this unit 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. Students apply decision-making skills to different health scenarios. Students will: • 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. **RRE: Personal and social awareness** • impact of gender expectations-social expectations • Link with English - Persuasive texts
	Assessment	**AT: Netiquette and online protocols** *Project – folio* Students complete a series of tasks relating to a single cohesive context. They interpret health messages related to cyber safety and discuss the influences on safe online choices. They identify resources to support their online safety.	**AT: Culture in Australia – Positive interactions** *Project - folio* Students identify how heritage and culture influence identity. They demonstrate communication skills and strategies for working cooperatively during and observe varying emotional responses.	**AT: Making healthy choices** *Test – short response/response to stimulus* Students analyse breakfast food products to create a breakfast food plan that is suitable for students engaging in a physical activity.	**AT: Health channels** *Test – short response* Students identify health messages in product advertisements. They apply decision-making skills in relation to a health message for a product.

HEALTH		Term 1	Term 2	Term 3	Term 4
YEAR FIVE	Achievement Standard	By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.			
	Context	**Emotional interactions** In this unit, 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 relationships 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. Students will: • 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, including cyber safety • understand how some negative interactions may lead to bullying • identify safe and unsafe behaviours, including cyber safety situations • identify strategies to keep themselves healthy, safe and well • understand that there are adults they can use for support when feeling unsafe or uncomfortable **RRE: Protective behaviours** • recognise, respond, report - safety in offline contexts	**Healthy habits** In this unit, students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing. Students will: • 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. Link with Design and Technologies - Harvesting good health	**Multicultural Australia** In this unit, students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. They examine how sharing traditional food and physical activities from cultures can support community wellbeing and cultural understanding. Students will: • explore factors that influence identity. • explore changes in lifestyle and cultural identity • recognise how food choices reflect cultural identity • explore how important people in their lives influence behaviours and decisions. • examine how media influences behaviours • conclude that media and important people influence decisions and behaviours. • examine how traditional foods and physical activities contribute to celebrations. • examine how cultural understanding and wellbeing is promoted through community events **RRE: Personal and social awareness** • valuing diversity	**Growing up** In this unit, students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition. Students will: • 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. **RRE: Respectful interactions** • power in peer, family and community relations
	Assessment	**AT: Emotional interactions** *Test – short response* Students will respond to a series of questions and scenarios about emotional responses and interactions with others. The assessment will gather evidence of the student's ability to: • recognise the influence of emotions on behaviours and discuss factors that influence how people interact • describe their own and others' contributions to health, physical activity, safety and wellbeing • demonstrate skills to work collaboratively.	**AT: Healthy habits** *Investigation – report* Students will investigate a school procedure and rules related to health and wellbeing and prepare a written response to highlight the importance of these practices as healthy habits. The assessment will gather evidence of the student's ability to: • describe key features of health-related fitness and the significance of physical activity participation to health and wellbeing • access and interpret health information and apply problem-solving skills to enhance their own and others' health, safety and wellbeing.	**AT: Multicultural Australia** *Project – folio* Students complete tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding. The assessment will gather evidence of the student's ability to: • examine the changing nature of cultural identities • examine how physical activity supports community wellbeing.	**AT: Growing Up** *Project – folio (PowerPoint)* Students investigate developmental changes and transitions associated with growing up. The assessment will gather evidence of the student's ability to: • investigate developmental changes and transitions • access and interpret health information to enhance their own and others' health, safety and wellbeing.

HEALTH	Term 1	Term 2	Term 3	Term 4
YEAR SIX — Achievement Standard	By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.			
Context	**Let's all be active** In this unit 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. Students will: • 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.	**Who influences me?** In this unit 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. Students will: • 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 and elements of cyber safety • 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 including cyber safety messages **RRE: Protective behaviours** • recognise, respond, report safety in online contexts	**What am I drinking?** In this unit 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. Students will: • 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. **RRE: Personal and social awareness** • influences on personal identity	**Transitioning to High School** In this unit 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. Students will: • 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 **RRE: Respectful interactions** • conflict management
Assessment	**AT: Let's all Be Active** *Investigation – poster* Students complete a group assignment to design a new sport poster. They will identify the significance of physical activity to health and wellbeing. They will describe their own contribution to safety and wellbeing and how physical activity supports community wellbeing and cultural understanding. The assessment will gather evidence of the student's ability to: • describe the significance of physical activity participation to health and wellbeing • describe their own and others' contributions to health, physical activity, safety and wellbeing. • examine how physical activity supports community wellbeing and cultural understanding.	**AT: Who Influences me?** *Investigation – advertisement* Students complete a persuasive product advertisement. They will investigate role models and celebrities associated with delivering health messages and the circles of influence they project on the individual. The assessment will gather evidence of the student's ability to: • examine the changing nature of personal and cultural identities • access and interpret health information and • apply problem-solving skills to enhance their own and others' health, cyber safety and wellbeing.	**AT: What am I Drinking?** *Test – short response* Students describe their own and others' contribution to health and wellbeing. They access and interpret health information, and to apply decision-making skills to enhance their own and others' health and wellbeing. The assessment will gather evidence of the student's ability to: • describe their own and others' contributions to health, physical activity, safety and wellbeing • access and interpret health information and apply decision-making skills to enhance their own and others' health and wellbeing.	**AT: Transitioning** *Test – short response* Students investigate developmental changes and transitions and the changing nature of personal and cultural identities during the transition to secondary school. They will recognise the influence of emotions and discuss factors that influence how people interact in new situations. The assessment will gather evidence of the student's ability to: • investigate developmental changes and transitions • examine changing nature of personal and cultural identities • recognise the influence of emotions and discuss factors that influence how people interact in new situations.

HPE: PHYSICAL ACTIVITY

CURRICULUM AND ASSESSMENT

PE		Term 1	Term 2	Term 3	Term 4
PREP	Achievement Standard	By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive.			
	Context	**Perceptual Motor Program** In this unit, students will develop jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will: • develop balance • fundamental movement skills • explore crawling patterns • develop sequencing • spatial and body awareness • coordination and motor planning **Let's get moving** In this unit students will develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges. Students will: • 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.	**Perceptual Motor Program** In this unit, students will develop jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will: • develop balance • fundamental movement skills • explore crawling patterns • develop sequencing • spatial and body awareness • coordination and motor planning **Playing with Balls** In this unit students will develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others. Students will: • 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. • apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges.	**Perceptual Motor Program** In this unit, students will develop jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will: • develop balance • fundamental movement skills • explore crawling patterns • develop sequencing • spatial and body awareness • coordination and motor planning **Who Wants to Play?** In this unit students will demonstrate personal and social skills to include others in a range of bean bag, ball and active games. Students will • 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 • develop hand eye coordination	**Perceptual Motor Program** In this unit, students will develop jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will: • develop balance • fundamental movement skills • explore crawling patterns • develop sequencing • spatial and body awareness • coordination and motor planning **Water Awareness and Mobility** In this unit students will explore movement in the water environment and safe practices. Students will • perform fundamental movement skills • water familiarisation • follow safety procedures (entry, exit) and safety skills • perform a sequence of movements (face down)
	Assessment – Title	**AT: Let's Get Moving**	**AT: Playing with Balls**	**AT: Who Wants to Play?**	**AT: Water Awareness and Mobility**
	Assessment – Purpose	Students identify different settings where they can be active and how to move and play safely.	Students demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.	Students use personal and social skills to be a good team member.	Students perform fundamental movement skills and solve movement challenges.
	Assessment – *Technique*	observed demonstration – collection of work	observed demonstration – collection of work	observed demonstration – collection of work	observed demonstration – collection of work
	Assessment – *Mode*	practical	practical	practical	practical

PE	Term 1	Term 2	Term 3	Term 4
YEAR ONE – Achievement Standard	By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.			
Context	**Perceptual Motor Program** In this unit, students will consolidate jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will: • develop balance • fundamental movement skills • explore crawling patterns • develop sequencing • spatial and body awareness • coordination and motor planning **Tadpole Tales- Stroke Development** In this unit, students will explore movement in response to a water environment. Students will perform sequences of movements involving freestyle and backstroke. Students will: • perform activities of different intensity • explore moving • perform loco-motor movements to demonstrate understanding of under, over, through and between people and equipment • perform movement sequences that incorporate the elements of movement • freestyle, backstroke – streamlining, body position., kicking technique, arm stroke, head position, breathing, • safety – balancing with flotation devices; body orientation	**Perceptual Motor Program** In this unit, students will consolidate jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will: • develop balance • fundamental movement skills • explore crawling patterns • develop sequencing • spatial and body awareness • coordination and motor planning **Catch me if you can (C2C Unit 3)** In this unit, students will participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They will propose a range of alternatives and test their effectiveness to solve movement challenges. They will demonstrate strategies to work in groups and play fairly during tagging games. Students will: • 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.	**Perceptual Motor Program** In this unit, students will consolidate jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will: • develop balance • fundamental movement skills • explore crawling patterns • develop sequencing • spatial and body awareness • coordination and motor planning **I'm a 'balliever' (C2C Unit 2)** In this unit, students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body. They will propose a range of alternatives and test their effectiveness when solving movement challenges. Students will: • perform fundamental movement skills • participate in games • propose a range of alternatives and test their effectiveness when solving movement challenges.	**Perceptual Motor Program** In this unit, students will consolidate jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will: • develop balance • fundamental movement skills • explore crawling patterns • develop sequencing • spatial and body awareness • coordination and motor planning **Stroke Development and Basic Life Saving** In this unit, students will consolidate movement in response to a water environment. Students will perform sequences of movements involving freestyle and backstroke. Students will: • perform activities of different intensity • consolidate moving • perform locomotor movements to demonstrate understanding of under, over, through and between people and equipment • perform movement sequences that incorporate the elements of movement • swim freestyle and backstroke – streamlining, body position., kicking technique, arm stroke, head position, breathing, • develop safety awareness – balancing with flotation devices, body orientation
Assessment	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work and judgments relating to the quality of performance are made iteratively and recorded on observation records.			
	Assessment will gather evidence of the student's ability to: • demonstrate, with guidance, practices to keep them safe in different activities • perform fundamental movement skills and solve movement challenges.	*Practical* Assessment will gather evidence of the student's ability to: • demonstrate positive ways to interact with others • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges.	*Practical* Assessment will gather evidence of the student's ability to: • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges.	*Practical* Assessment will gather evidence of the student's ability to: • demonstrate, with guidance, practices to keep them safe in different activities • perform fundamental movement skills and solve movement challenges.

PE		Term 1	Term 2	Term 3	Term 4
YEAR TWO	Achievement Standard	By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.			
	Context	**Swim: Tadpole tales (C2C Unit 1)** **Stroke Development and Aquatic Skills – freestyle and backstroke** In this context, students will develop aquatic skills and swimming strokes – freestyle and backstroke. Students will perform sequences of movements involving freestyle and backstroke. Students will perform aquatic skills in a sequence that incorporates the elements of movement. Students will: • develop aquatic skills using different body parts to travel in different directions (sculling, treading water) • 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.	**Ropes and Rhymes (C2C Unit 3)** In this unit students will perform long rope skipping sequences to rhymes. Students will: • develop skipping skills in a sequence • perform skipping in response to rhymes	**What's Your Target? (C2C Unit 4)** In this unit students will perform the refined fundamental movement skills (throwing, passing, trapping and kicking - with a variety and sizes of equipment) and use them to solve movement challenges. They will apply strategies for working cooperatively and apply rules fairly. Students will: • examine positive ways to interact with other students • apply object control skills to solve movement challenges and games • perform object control skills in a sequence whilst demonstrating understanding for forwards, backwards and sideways movement between people and equipment • investigate rules required to participate fairly in physical activities • apply rules in simple games.	**Swim: Tadpole tales** **Stroke Development and Aquatic Skills – freestyle and backstroke** In this context, students will develop aquatic skills and swimming strokes – freestyle and backstroke. Students will perform sequences of movements involving freestyle and backstroke. Students will perform aquatic skills in a sequence that incorporates the elements of movement. Students will: • develop aquatic skills using different body parts to travel in different directions (sculling, treading water) • perform aquatic skills in a sequence incorporating understanding of under, over, through and between people and equipment • develop the swimming strokes of freestyle and backstroke • apply safety rules in an aquatic environment. • explore head first entry – diving • explore breaststroke kick.
	Assessment	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.			
		The assessment will gather evidence of the student's ability to: • demonstrate fundamental movement skills in different movement situations • perform movement sequences that incorporate the elements of movement.	The assessment will gather evidence of the student's ability to: • perform movement sequences that incorporate the elements of movement	The assessment will gather evidence of the student's ability to: • demonstrate positive ways to interact with others • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges	The assessment will gather evidence of the student's ability to: • demonstrate fundamental movement skills in different movement situations • perform movement sequences that incorporate the elements of movement.

PE		Term 1	Term 2	Term 3	Term 4
YEAR THREE	Achievement Standard	By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.			
	Context	**Super Swimmer #1** In this context, students will consolidate aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement. They will become aware of the benefits of being fit and physically active and how they relate to swimming. Students will: • consolidate aquatic skills using different body parts to travel in different directions • develop arm, leg and breathing movements to perform recognised swimming strokes • consolidate the swimming strokes of freestyle and backstroke • introduction of breaststroke /sidestroke /dolphin kick • apply safety rules in an aquatic environment. • consolidate the skill of diving.	**Take your marks, get set, play (C2C Unit 2)** In this unit, students will develop the fundamental movement skills of running, jumping and throwing. Students will: • practise and refine the fundamental movement skills of running, jumping and throwing • apply the fundamental movement skills of running, jumping and throwing while incorporating movement concepts in simple games • development of ball games skills – tunnel, captain, leader • apply safety rules in an athletics environment.	**Having a Ball (C2C Unit 3)** In this unit, students will refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. Students will: • refine throwing and catching skills in partner activities • develop understanding of net game movement concepts and strategies and • apply throwing, catching and positioning concepts to solve offence and defence movement challenges faced during games of Fast 4 Newcombe. • apply strategies for working cooperatively and apply rules fairly.	**Splish-splash** In this context, students will consolidate aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement. They will become aware of the benefits of being fit and physically active and how they relate to swimming. Students will: • consolidate aquatic skills using different body parts to travel in different directions • develop arm, leg and breathing movements to perform recognised swimming strokes • consolidate the swimming strokes of freestyle and backstroke • introduction of breaststroke /sidestroke /dolphin kick • apply safety rules in an aquatic environment. • consolidate the skill of diving • develop racing skills (turns, touches, rules, starts to finish).
	Assessment	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.			
		The assessment will gather evidence of the student's ability to: • refine fundamental movement skills and movement concepts and strategies in different physical activities • solve movement challenges.	The assessment will gather evidence of the student's ability to: • apply strategies for working cooperatively and apply rules fairly • refine fundamental movement skills and movement concepts and strategies in different physical activities • solve movement challenges.	The assessment will gather evidence of the student's ability to: • refine fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching • apply movement concepts and strategies in different physical activities • solve movement challenges • apply strategies for working cooperatively and apply rules fairly	The assessment will gather evidence of the student's ability to: • refine fundamental movement skills and movement concepts and strategies in different physical activities • solve movement challenges.

PE		Term 1	Term 2	Term 3	Term 4
YEAR FOUR	Achievement Standard	By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.			
	Context	**Splish Splash** In this context, students will practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke (including survival strokes) and solve safety and survival challenges. Students will: • 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	**Athletic Spectacle (C2C Unit 2)** In this unit students will perform running, jumping and throwing sequences in authentic situations. Students will: • refine fundamental movement skills of running, throwing and jumping • combine fundamental movement skills to form sequences • apply the elements of movement to refine sequences • development of ball games skills – tunnel, captain, leader • apply sequences to perform athletic events.	**T-Ball (similar to C2C Unit 3- Bat, catch, howzat))** In this unit, students will apply strategies for working cooperatively and rules fairly. They will demonstrate refined striking/fielding skills and concepts in active play and games. They will apply skills, concepts and strategies to solve movement challenges in striking / fielding games. Students will: • consolidate the skills of throwing, catching and fielding • 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 s. • apply safety rules in a T-Ball environment.	**Splish Splash** In this context, students will practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke. Students will: • 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
	Assessment	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • refine fundamental movement skills and movement concepts in different physical activities and to solve movement challenges • perform movement sequences using fundamental movement skills and the elements of movement	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • develop and refine fundamental movement skills • create and perform movement sequences using fundamental movement skills and the elements of movement	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • apply strategies for working cooperatively and apply rules fairly • refine fundamental movement skills and movement concepts and strategies in different physical activities • solve movement challenges.	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • refine fundamental movement skills and movement concepts in different physical activities and to solve movement challenges • perform movement sequences using fundamental movement skills and the elements of movement

PE		Term 1	Term 2	Term 3	Term 4
YEAR FIVE	Achievement Standard	By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.			
	Context	**Junior Lifesaver** In this context, students will consolidate 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 and games. Students apply critical and creative thinking processes in order to generate and assess solutions to lifesaving challenges. Students will: • consolidate swimming strokes • consolidate and demonstrate lifesaving skills of stride entry, treading water and rope rescue in different challenges • perform freestyle, backstroke, breaststroke and survival backstroke. • perform lifesaving skills and strategies to solve challenges in lifesaving scenarios. • explore water related games (flipper ball) • consolidate reach and throw rescue techniques • develop contact and non-contact wade rescues	**Faster, Stronger, Higher** In this unit, students will perform running, jumping and throwing sequences in authentic situations. In this unit, students will 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 athletics/cross country. Students will: • 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. • development of ball games skills – tunnel, captain, leader • discuss the impact regular participation can have on health and wellbeing • participate in physical activities designed to enhance fitness • explain the significance of participation in everyday physical activities to their health and wellbeing.	**Tchoukball** In this unit, students will perform the specialised movement skills of throwing and catching within the context of Tchoukball. They will propose and combine Tchoukball movement concepts and strategies in game situations to solve movement challenges. Students will demonstrate social and personal skills to work collaboratively and play fairly during games and physical activity. Students will: • Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges • Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities • Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities • Practise specialised movement skills and apply them in a variety of movement sequences and situations • Propose and apply movement concepts and strategies with and without equipment	**Junior Lifesaver** In this context, students will practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. Students will: • continue to develop/ stroke correction of 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
	Assessment	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes • solve movement challenges.	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • solve movement challenges.	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • demonstrate skills to work collaboratively and play fairly • solve movement challenges.	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes • solve movement challenges.

PE		Term 1	Term 2	Term 3	Term 4
YEAR SIX	Achievement Standard	By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.			
	Context	**Swimming** **Junior Lifesaver** In this context students will refine 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 and games. Students apply critical and creative thinking processes to generate and assess solutions to lifesaving challenges. Students will: • refine swimming strokes • refine and practise 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. • explore water related games (flipper ball) • refine reach and throw rescue techniques • consolidate contact and non-contact wade rescues	**Faster, Stronger, Higher** In this unit students will perform running, jumping and throwing sequences in authentic situations. Students will: • 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. • development of ball games skills – tunnel, captain, leader • participate in physical activities designed to enhance fitness	**All codes 'football' (C2C Unit 3)** In this unit, students will perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in "All codes" football. Students will: • 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.	**Surf or Turf (C2C Unit 1)** In this context, students will refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke. Students will: • continue to develop/ stroke correction 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 • consolidate the understanding of the benefits of being fit and physically active and how they relate to swimming (distance swimming).
	Assessment	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes • solve movement challenges.	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • demonstrate skills to work collaboratively and play fairly • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes • solve movement challenges.	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • perform specialised movement skills • propose and combine movement concepts and strategies to achieve movement outcomes	*Practical* Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to: • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes • solve movement challenges.

TECHNOLOGIES:

DIGITAL TECHNOLOGIES

CURRICULUM AND ASSESSMENT

DIGI TECH		Semester 1	Semester 2 – Using Digital Tools	
PREP	Achievement Standard	By the end of Foundation students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them.		
	Context		**Using Digital Systems** In this unit, students will explore digital systems used in everyday life. They will learn how to use iPads safely and effectively to create an e-book about emotions. When exploring digital systems, students will: • identify common digital systems in the classroom and at home and their uses • demonstrate appropriate handling of an iPad • use the camera and labels from Book Creator to create an informative e-book about emotions Link with Health Term 3 – Emotions and Positive Interactions	**Digital Data** In this unit, students will learn about common types of data used with digital systems. They will learn how to represent collected data in different ways. When exploring digital data, students will: • understand what data means and how it is used on iPads • the difference between personal and public data • collect and record personally relevant data digitally using objects, pictures and symbols Link with Maths Term 4 - statistics
	Monitoring Strategies		**MS: Emotions E-book** *Checklist – collection of work* Students will create an informative e-book about emotions, using the camera and Book Creator apps. Monitoring strategies will gather evidence of the student's ability to: • handle the iPad safely and appropriately • independently access common functions on the iPad (home button, screen, volume, headphone jacks, apps) • use features on the iPad to create a multimodal e-book.	**MS: Data Displays** *Portfolio of Work* Students will gather and record data that answers a question. Data will be represented digitally on iPads using Book Creator app. Monitoring strategies will gather evidence of the student's ability to: • identify personal and public data • represent data with objects • represent data digitally with pictures • represent data digitally with symbols

DIGI TECH		Semester 1	Semester 2: Computers – Handy helpers
YEAR TWO	Achievement Standard	By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments.	
	Context		In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: • recognise and explore how digital and information systems are used for particular purposes in daily life • collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems • work independently and with others to create and organise ideas and information, and share these with known people in safe online environments. Link with Term 3 Maths (data)
	Assessment		**AT: Handy Helpers** *Test – short response multimodal* Assessment of student learning will be gathered from set tasks. Students will: • identify how common digital systems (hardware and software) are used to meet specific purposes • use digital systems to represent simple patterns in data in different ways • collect familiar data and display them to convey meaning • design solutions to simple problems using a sequence of steps and decisions • create and organise ideas and information using information systems and share information in a safe online environment.

DIGI TECH		Terms 1-2: Creating Digital Solutions	Terms 3-4: What digital systems do you use? What's your environmental footprint?
YEAR FOUR	Achievement Standard	By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways. Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.	
	Context	In this unit students use a range of digital systems including peripheral devices. They will create a digital solution (an interactive guessing game) using a visual programming language (Scratch). They will: • develop technical skills in using a visual programming language (Scratch) to create a digital solution • describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language • implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game • explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs • develop skills in computational and systems thinking when solving simple problems and creating solutions.	In this unit students will collect, manipulate, represent and interpret different types of data and use this to design a digital solution to a school or community wide environmental issue. They will: • identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data • define simple problems and identify needs • develop technical skills in using a visual programming language to create a digital solution • recognise different types of data and represent the same data in different ways • collect, access and present data as information using simple software (such as spreadsheets) • explore and describe how a range of common information systems present data as information to meet personal, school and community needs • develop skills in computational and systems thinking when solving problems and creating solutions • plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols
	Assessment	**AT: Creating Digital Solutions** *Test – short response and Project – game (Scratch)* Assessment of student learning will be gathered from a short response test and project using Scratch program. Students will: • describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes • define simple problems • explain how the solutions meet their purposes • design and implement a digital solution using algorithms (an interactive guessing game) that involves decision-making and user input • explain how the solutions meet their purposes	**AT: Digital Systems and Environmental Footprints** *Test – short response and Project (Excel)* Assessment of student learning will be gathered from a short response test and project using Excel. Students will: • collect and manage data about lunch rubbish or Active School Travel, use software to calculate their sustainability footprint and create an infographic that displays their data • explain how the same data sets can be represented in different ways • collect and manipulate different data when creating information and digital solutions • describe how existing information systems are used for identified needs • safely create and communicate information applying agreed ethical and social protocols

DIGI TECH		Semester 1	Semester 2 - A-maze-ing digital designs
YEAR FIVE	Achievement Standard	By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.	
	Context		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 • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game. Students will apply a range of skills and processes when creating digital solutions. They will: • define problems by identifying appropriate data and functional requirements • design a user interface, considering design principles • follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game • implement their game using visual programming • evaluate how well their solutions meet needs • plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online.
	Assessment		**AT: A-maze-ing Digital Designs** *Project – design folio* Assessment of student learning will be gathered from an assessment portfolio which includes a collaborative digital solution. Students will: • explain the fundamentals of digital systems • explain how digital systems are connected to form networks • define problems in terms of data and functional requirements • design a user interface and incorporate decision making and repetition into designs • implement their digital solutions • explain how student solutions are sustainable and meet needs.

DIGI TECH		Semester 1 – Data changing our world	Semester 2
YEAR SIX	Achievement Standard	By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.	
	Context	In this unit students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include: • exploring how community organisations collect data and present information to meet community needs • visualising data to create information that is easily understood • creating a data-driven solution that processes user input to provide information about a reading challenge. Students will apply a range of skills and processes when creating digital solutions. They will: • explore information systems, including systems that deliver community information, and explain how they meet needs • examine how digital information systems use whole numbers to represent all data • collect, manage and analyse data using a range of software (such as spreadsheets) • interpret and visualise data to create information • define problems by considering the need, the required data, the audience and what features need to be included • implement a digital solution to solve a defined problem • apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and represent information in ethical ways. Links to Mathematics Term 1 —Interpreting and comparing data displays	
	Assessment	**AT: Data Changing Our World** *Test – short response and Project - folio* Assessment of student learning will be gathered from short answer questions and project work. Students will: • explain how existing information systems meet local and community needs • explain how whole numbers are used to represent all data in digital systems • define problems in terms of data • represent a variety of data types in digital systems • acquire, store and use validated data • design a user interface and incorporate decision making into designs • implement their digital solutions	

TECHNOLOGIES:

DESIGN AND TECHNOLOGIES

CURRICULUM AND ASSESSMENT

DESIGN TECH		Semester 1 – Designing for Play		Semester 2
PREP	Achievement Standard	By the end of Foundation students identify familiar products, services and environments. They create a designed solution for a school-selected context. Students create, communicate and choose design ideas. They follow steps and use materials and equipment to safely make a designed solution.		
	Context	**Designing for Play** In this unit, students will explore the design aspects of familiar environments (playgrounds). When exploring the design of playgrounds, students will: • compare and evaluate features of playgrounds, considering aspects of safety and accessibility. • create a front view and plan view of a cubby house. • evaluate their designs using personal preference.	**Designing for Play** In this unit, students will explore the design aspects of familiar products (toys). When exploring the design of toys, students will: • investigate and compare traditional toys of First Nations Australians with modern toys. • explore the materials and methods used for construction. • experiment with different materials. • design a construct a rattling toy. • evaluate their design and make suggestions for improvement.	
	Monitoring Strategies	**MS: Design a Cubby House** *Checklist - collection of work* Students will plan and draw a front view and plan view of a cubby house. Monitoring strategies will gather evidence of the student's ability to: • identify important design elements to make the product fit for purpose (safe and accessible). • communicate a map view design plan using drawings and labels. • evaluate their designs using personal preference.	**MS: Design and Construct a Rattling Toy** *Checklist - collection of work* Students will plan and construct a rattling toy, using everyday items. Monitoring strategies will gather evidence of the student's ability to: • identify important design elements to make the product fit for purpose (safe, durable). • communicate a plan by creating a labelled diagram of a rattling toy. • use materials and methods safely to create a product. • evaluate their designs using personal preference.	

DESIGN TECH		Semester 1	Semester 2 - It's Showtime!
YEAR ONE	Achievement Standard	By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts. With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.	
	Context		**Materials and technologies specialisations** In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show. Students will apply processes and production skills, in: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and developing design ideas • producing a puppet that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others and by sequencing the steps for the project. INCURSION: Larrikin Puppets
	Assessment		**AT: It's Showtime** *Project - folio* Students design a character puppet with moving parts to use in a puppet show. Assessment will gather evidence of the student's ability to: • describe the purpose of puppets and how they meet the needs of users • identify features of materials • describe features of materials used when making puppets • link reasons for their choice to function of puppet • identify characteristics and properties of materials and puppet parts • describe purpose of puppet • identify appropriate materials • link feature of a material to purpose select a purpose for a puppet.

DESIGN TECH		Semester 1	Semester 2 Term 3– Building Bridges	Semester 2 Terms 3 - 4 – Solar Oven
YEAR THREE	Achievement Standard	By the end of Year 4, students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.		

	Context		**Engineering Principles and Systems**
			
			In this unit, students will investigate how forces and the properties of materials affect the behaviour of a product or system, by making a model bridge.
			
			They will explore the role of people in engineering technology occupations and how they address factors that meet client needs. Students will apply these processes and production skills to:
			
			• investigate materials, technologies for joining, and how designs meet people's needs
			• generate and refine design ideas for a model bridge
			• produce a model bridge that meets the design brief
			• evaluate their design and production processes
			• collaborate and manage by working with others and developing sequenced steps.
				Materials and technologies specialisations/ Food and Fibre Production and Food Specialisations
				
				In this unit, students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They investigate food and fibre production and food technologies used in modern and traditional societies. Students repurpose household items to create a solar oven.
				
				They explore factors, including sustainability, that impact on designs that meet community needs.
				
				Students apply processes and production skills, including:
				
				• investigating by:
				  ○ testing materials and exploring techniques for shaping and joining
				  ○ identifying examples of recycling, up-cycling and re-using exploring traditional food and fibre production and food technologies
				  ○ identifying contemporary and emerging technologies for growing food and fibre and preparing foods
				• generating design ideas and communicating with annotated drawings
				• producing a solar oven by selecting relevant tools and resources
				• evaluating design ideas, processes and solutions
				• collaborating as well as working individually throughout the process
				• managing by sequencing production steps.
				
				Link with Science

	Assessment		**AT: Building Bridges** *Test - short response and Project – practical* Students build a model bridge that can withstand force. Assessment will gather evidence of the students' ability to: • explain how designs meet the needs of the community • identify how materials and components can be used to create designed solutions • explain the effect of force on design • explain needs • communicate using annotated drawings • identify appropriate materials and techniques • demonstrate safe work practices • sequence steps in design and production • evaluate ideas and solutions against success criteria.	**AT: Create a Solar Oven using Repurposed Materials** *Test - short response and Project - practical* Students repurpose materials to create a solar oven. Assessment will gather evidence of the student's ability to: • identify how materials and components can be used to create solutions • identify appropriate technologies and techniques. • demonstrate safe work practices when growing food • develop and expand design ideas • communicate using annotated drawings • identify appropriate materials, equipment and techniques • plan and sequence steps in design and production • evaluate ideas and solutions against success criteria.

DESIGN TECH		Semester 1 –Harvesting good health	Semester 2
YEAR FIVE	Achievement Standard	By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.	

	Context	**Food specialisations and Food and fibre production**
		In this unit, students will explore how competing factors and technologies influence the design of a sustainable service. This service provides a plant for the preparation of a healthy food product.
		Students will apply the following processes and production skills:
		• Investigating:
		  ○ healthy food choices and food preparation techniques;
		  ○ plant growth requirements and production systems;
		  ○ design needs and opportunities;
		  ○ issues, including sustainability, which affect designs; and
		  ○ the characteristics of materials, tools and techniques in relation to the design challenge.
		• Generating designs, criteria for success, an annotated diagram of a sustainable plant service and a production plan.
		• Producing a plant service to enable the preparation of a healthy food product.
		• Evaluating their design and production processes.
		• Collaborating and managing by working with others and by following the steps for the project.
		
		Link with Health Term 2	

	Assessment	**AT: Harvesting Good Health** *Project - multimodal presentation* Students will design a kitchen garden to supply the school tuckshop with food. Each presentation will include: • a labelled design • a list of tools/equipment needed to work the garden • safety features of the design • a list of plants to be used with justifications for their selection • a list of challenges and solutions to be considered Assessment will gather evidence of student's ability to: • Describe competing factors in the design of the kitchen garden taking into account sustainability. • Describe how the kitchen garden is designed to meet present and future needs. • Explain how designed services use technologies to produce food. • Select appropriate techniques, and record a production plan, to produce a kitchen garden. • Communicate design ideas for the kitchen garden, including graphical representations. • Suggest and use criteria for success, including sustainability, to evaluate a design.	

DESIGN TECH		Semester 1	Semester 2 –Hands Off
YEAR SIX	Achievement Standard	By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.	
	Context		**Engineering principles and systems** In this unit, students will investigate how using code can control a robot's movement in a designed system. They will design a solution to a community's needs by drawing a theme park for a robot. They will also investigate the physics of movement through designing a 3D rollercoaster for a marble and building the roller coaster out of paper, in a group. Students will apply the following processes and production skills: • Investigating by the analysis of parts of a theme park in the real world • Testing the codes of robots in different situations • Investigating the process of building a paper rollercoaster • Generating and documenting design ideas using technical terms and graphical representation techniques • Producing a functional robot code map and a functional paper rollercoaster by safely using materials, components, tools and techniques • Evaluating design ideas, processes and solutions against negotiated criteria for success, including sustainability • Collaborating in a group (Task 2) as well as working individually (Task 1) throughout the process • Managing by developing project plans that include resources. Links to Science Term 2
	Assessment		**AT: Hands Off** *Project – written folio and Project – practical* Students complete two design tasks. For the first task, students create an individual theme park with a corresponding map. The map contains codes for a robot to travel around the park. For the second task, small groups design and construct a 3D paper rollercoaster for a marble. Assessment will gather evidence of student's ability to: • describe competing factors in both of the designs • explain how theme parks are designed to meet present and future needs • explain how the codes control movement or light in a designed solution • explain how different roller coaster parts control the movement of a marble in a designed solution • explain how needs can be met with a designed solution • generate and refine ideas • select and use appropriate technologies and techniques to safely produce a working device and coded map • record project plans including production processes • establish and use criteria for success to evaluate a design.

THE ARTS

CURRICULUM AND ASSESSMENT

THE ARTS		Term 1 – Visual Art & Drama	Term 2 - Dance & Media Arts	Term 3 - Visual Arts & Drama		Term 4 – Media Arts
PREP	Achievement Standard	By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.				
	Context	**Visual Arts and Drama: Expressing Ideas** In this unit, students engage in integrated Visual Arts and Drama tasks across different learning areas. Students will: • create artworks that express information about themselves, their families and about stories they have read. • attempt to use the art elements of line, shape and colour and the principle of repetition and pattern when creating artworks. • share their artwork and its meaning with their peers. Students will also: • create role-plays and engage in dramatic play that recreates events in stories read. • develop the dramatic elements of role and character. Link with English, HASS and Health	**Dance: Everybody Move** In this unit, students explore and innovate on dance movements. Students will: • explore social or cultural dances 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. • present dance sequences that communicate ideas to an audience. • respond to dances, considering where and why people dance.	**Media Arts: Sharing Information** In this unit, students engage in creating a multimodal informative poster. Students will: • explore features of an effective informative poster. • use analog tools safely and effectively, such as scissors and glue • create an informative poster with a title, picture and labels to create a class book. Link with English and Science	**Visual Arts: Investigating Materials** In this unit, students explore the use of materials in artworks. Students will: • investigate the tactile qualities of different materials. • explore the art element of texture. • experiment with different materials in artworks. • view and respond to artworks that use a range of materials. Link with Science	**Drama: Expressing Emotion** In this unit, students explore how emotions can be portrayed in dramatic art. Students will: • explore how emotions can be communicated in drama. • role-play scenarios and engage in dramatic play that reflects emotions. • develop the dramatic element of movement. • reflect on, and respond to, dramatic performances. Link with Health	**Media Arts: Sharing Safety information** In this unit, students investigate effective ways of sharing important information. Students will: • observe and discuss safety signs and posters (purpose and messaging) • use digital tools to make media art works • use technology and equipment safely and effectively • give self-feedback Link with Health
	Monitoring Strategies	**MS: Expressing Ideas** *Observed Demonstration* Students create visual art works and dramatic art. They share their visual art work.	**MS: Dance** *Observed Demonstration* Students respond to, choreograph and perform dance.	**MS: Informative poster** *Portfolio of Work* Students create multimodal media artwork, in the form of an informative poster about an animal. They share their media art work with their peers.	**MS: Using Materials/Expressing Emotions** *Observed Demonstration* Students create visual art works and dramatic art. They respond to artworks.		**MS: Multimodal Safety Poster** *Portfolio of Work* Students create digital multimodal media artwork, in the form of a safety poster/message.

THE ARTS		Term 1 - Visual Arts	Term 2 - Dance	Term 3	Term 4 - Drama
YEAR ONE	Achievement Standard	**Dance** By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice. **Drama** By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. **Visual Arts** By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.			
	Context	**Visual Arts: What are you thinking?** In this unit, students explore how changes in facial features, style and form communicate emotion in portraiture. Students will: • 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.	**Dance: Action Stories** In this unit, students make and respond to dance by exploring action stories as stimulus. Students will: • 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.		**Drama: Cultural Stories Alive** In this unit, students make and respond to drama by exploring cultural stories. Students will: • explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations and ideas expressed in a cultural story. • use voice, facial expression, movement and space to imagine and establish role and situation. • present drama that communicates ideas about the story 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. Link with English
	Assessment	**AT: What are you Thinking?** *Practical and extended response - STW* To explore the representation of emotions in portraiture through experimentation with a range of materials and processes.	**AT: Action Stories** *Practical and Extended response - interview* Students choreograph, perform and respond to dance by exploring the stimulus of action stories.		**AT: Cultural Stories Alive** *Performance and Extended Response* Students devise, perform and respond to drama focusing on situations and ideas expressed in a cultural story.

THE ARTS		Term 1 Visual Art	Term 2 Dance	Term 3 Media	Term 4
YEAR TWO	Achievement Standard	**Dance** By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice. **Media** By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies. **Visual Arts** By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.			
	Context	**Visual Arts: Up, Down and All Around** In this unit, students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places. Students will: • 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. Link with T1 HASS	**Dance: Dancing Seasons** In this unit, students make and respond to dance by exploring connections with seasons in dance of their own and other cultures as stimulus. Students will: • 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.	**Media: Day and Night Sky** In this unit, students use digital manipulation to present alternate representations of day or night skies. Students will: • explore representations of features in the day or night sky in the form of a digital collage. • experiment with abstraction and media technology (photographing; selecting; copying; pasting; moving; resizing; rotating; grouping and adding sound) to manipulate existing images. • present manipulated images in digital or print form to share understanding of generational relationships. • describe and discuss the representation of day/night sky features 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. Link with T2 Science (day/night sky)	
	Assessment	**AT: Up, Down and All Around** *Practical and short response* Students explore a sense of place through imaginative experimentation with a range of materials and processes.	**AT: Dancing Seasons** *Practical and short response* Students perform, choreograph and respond to dance using seasons as stimulus.	**AT: Day and Night Sky** *Practical and Extended Response – multimodal* Students explore how features of day/night sky are depicted in media artworks and create alternative representations.	

THE ARTS	Term 1 - Drama	Term 2 – Visual Arts	Term 3 - Dance	Term 4
YEAR THREE				
Achievement Standard	**Dance** By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus. **Drama** By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas. **Visual Arts** By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.			
Context	**Drama: Dramatic Traditions** In this unit, students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) as stimulus. Students will: • explore ideas and narrative structures of stories from Australia 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. Link with English Term 1 - *Fox*	**Visual Arts: Patterns in the Playground** In this unit, students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape. Students will: • 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	**Dance: Dance Messages** In this unit, 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. Students will: • 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.	
Assessment	**AT: Dramatic Traditions** *Performance and Extended Response* Students devise, perform and respond to a drama based on storytelling.	**AT: Patterns in the Playground** *Practical and Extended response – short response* Students use exploration of artists' work as inspiration for an artwork based on patterns.	**AT: Dance Messages** *Performance and Extended response – short response* Students choreograph, perform and respond to dance by exploring how dance is used to represent stories.	

THE ARTS		Term 1	Term 2 - Drama	Term 3 - Dance	Term 4 - Media
YEAR FOUR	Achievement Standard	**Dance** By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus. **Drama** By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas. **Media** By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.			
	Context		**Drama: Exploring Issues Through Drama** In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama. Students will: • explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and 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. Link with HASS	**Dance: Wild Life Watch** In this unit, students make and respond to dance by exploring ways of expressing ideas and stories about the environment through dance. Students will: • 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.	**Media: Persuade to Purchase** In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focussing on moving images. Students will: • 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 peoples and Torres Strait Islander peoples. Link with English- Persuasive writing
	Assessment		**AT: Exploring Issues** *Performance and Extended Response* Students devise, respond to and perform drama about an issue.	**AT: Wildlife Watch** *Performance and– short response* Students respond to, choreograph and perform dance by representing ideas and stories about animals and the environment.	**AT: Persuade to Purchase** *Practical – iMovie and Extended Response* Students create an advertisement using the iMovie app and respond to a television advertisement to reflect on its persuasive techniques.

THE ARTS	Term 1 Visual Arts	Term 2	Term 3 - Dance	Term 4 - Drama
YEAR FIVE	**Achievement Standard** **Dance** By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills. **Drama** By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences. **Visual Arts** By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.			
	Context **Visual Arts: The Animal Within** In this unit, students focus on representation of animals as companion, metaphor, totem and predator. Students will: • explore and explain the representation of values and beliefs in mixed media 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 (collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view. • plan the presentation of mixed media 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.		**Dance: Symmetry and Dance** In this unit, students make and respond to dance by exploring symmetry as stimulus. Students will: • 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.	**Drama: My Hero** In this unit, students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus. Students will: • explore dramatic action, empathy and space in improvisations, play building and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situations. • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action. • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and 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.
	Assessment **AT: The Animal Within** *Practical and Extended Response – written reflection* Students explore artists' use of animal representations and relationship to environment as inspiration for a mixed media artwork.		**AT: Symmetry and Dance** *Performance and extended response* Students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme.	**AT: My Hero** *Performance and Extended Response* Students devise, perform and respond to drama based on the style of melodrama.

THE ARTS		Terms 1-2 Media	Term 3 Dance	Term 3-4 Visual Arts
YEAR SIX	Achievement Standard	**Dance** By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills. **Media** By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting. **Visual Arts** By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.		
	Context	**Media: Music Video** In this unit, students explore music video styling, concepts and production processes from ideation to creation. Students will: • 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.	**Dance: Adventures in Dance** In this unit, 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. Students will: • 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.	**Visual Arts: Say it with Art** In this unit, students explore recontexualisation of objects and non-traditional art materials to communicate ideas. Students will: • 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. • plan the presentation of art forms to enhance meaning for audience with description of influence and context. • compare the representation of context in artworks from different cultures, times and places and use art terminology to explain the meaning.
	Assessment	**AT: Music Video** *Practical – music video and Test – response to stimulus* Students explore the purpose of music videos and work collaboratively to create a music video.	**AT: Adventures in Dance** *Performance and extended response* Students perform, choreograph and respond to dance using the theme of adventure as stimulus.	**MS: Say it With Art** *Practical and Extended Response – written* Students explore portrait artworks that inspire the making of a mixed media portrait that communicates meaning through display.

THE ARTS: MUSIC

CURRICULUM AND ASSESSMENT

		MUSIC	Semester 1 Unit 1 – Musical Beginnings		Semester 2 Unit 2 –	
PREP	Achievement Standard	By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.				
	Context	**RHYTHM**	Prepare Beat – keep in time	Present Beat Prepare Rhythm	Present Rhythm Practice Beat	Practice beat and rhythm Beat v Rhythm
		PITCH	Speaking voice v singing voice Comparatives (high/low)	Speaking voice v singing voice Comparatives (high/low)	Comparatives (high/low)	Comparatives (high/low)
		DYNAMICS/ EXPRESSION	Comparatives (loud/soft, fast/slow)	Comparatives (loud/soft, fast/slow)	Comparatives (loud/soft, fast/slow)	Comparatives (loud/soft, fast/slow)
		FORM/ STRUCTURE	Same/different	Same/different	Identifying simple structure through movement	Identifying simple structure through movement
		TIMBRE/ TEXTURE	Untuned percussion	Untuned Percussion	Tuned percussion	Tuned percussion
	Monitoring Tasks	**Exploring and Responding**			Differentiate between high/low through movement	Discriminate between beat/rhythm, high/low, loud/soft, fast/slow, different timbre
		Developing Practices & Skills			Sing s/m greeting	
		Creating & Making				Arranging picture cards & props to create a rhythm
		Presenting & Performing				Point to beat on beat chart

MUSIC

YEAR ONE			Semester 1 - Musical Foundations		Semester 2	
	Achievement Standard	By the end of Year 2, students identify where they experience music. They describe where, why and/or how people across cultures, communities and/or other contexts experience music. Students demonstrate listening skills. They use the elements of music to improvise and/or compose music. They sing and play music in informal settings.				
	Context	**RHYTHM** **PITCH** **DYNAMICS/ EXPRESSION** **FORM/ STRUCTURE** **TIMBRE/ TEXTURE**	Discriminate between beat & rhythm Identify rhythms with one or two equal sounds on a beat Pitch direction and contour; same Discriminate between high and low sounds at a close interval Staff preparation – finger staff/ lines and spaces Forte / piano Presto / largo Same and different Untuned & tuned percussion instruments - timbre	**Present Ta ti-ti** Beat & Rhythm simultaneously Prepare 2 metre Pitch direction and contour/moving by steps/skips and leaps Staff preparation – finger staff/ lines and spaces	Practice ta, ti-ti Beat & Rhythm simultaneously **Present so-mi (skip)**	Practice ta, ti-ti, za Beat & Rhythm simultaneously Present za Prepare 2 metre Strong and weak beats (conduct in 2's) Practice so-mi Prepare la
	Assessment (Achievement Standards)	**identify where they experience music**		✓		
		describe where, why and/or how people across cultures, communities and/or other contexts experience music		✓		
		demonstrate listening skills		Semester 1 Aural skills test		
		use the elements of music to improvise and/or compose music			Compose 8 beat paddle pop rhythm using ta and ti-ti and "Teach the class your rhythm"	
		sing and play music in informal settings	Perform beat and/or rhythm	Perform s/m greeting		Sing and play a so-mi song on tuned percussion

MUSIC

YEAR TWO		Semester 1 Unit 1 – Ostinato Odyssey		Semester 2 Unit 2 – Part-work Party	
	Achievement Standard	By the end of Year 2, students identify where they experience music. They describe where, why and/or how people across cultures, communities and/or other contexts experience music. Students demonstrate listening skills. They use the elements of music to improvise and/or compose music. They sing and play music in informal settings.			
	Context	**RHYTHM** **PITCH** **DYNAMICS/ EXPRESSION** **FORM/ STRUCTURE** **TIMBRE/ TEXTURE**	Prepare Tika-tika **Present 2 metre** Rhythmic ostinato Present La Ostinato	Practice 2 metre Prepare 4 metre **Present tika-tika** Practice la Prepare do Canon	Practice tika-tika **Present do** Practice msl - composition Canon Instruments of the orchestra (Peter & the Wolf)	Practice tika-tika **Present 4 metre** Practice do 16 beat structures: AABA, AABC, ABAC
	Assessment (Achievement Standards)	**identify where they experience music**				
		describe where, why and/or how people across cultures, communities and/or other contexts experience music				Canon responding
		demonstrate listening skills		DASE – Aural perception test (IM)		
		use the elements of music to improvise and/or compose music	Manipulatives composition: melodic using staff and counters		msl composition in stick notation and staff notation	
		sing and play music in informal settings	Perform Lucy Locket with rhythmic ostinato II I II I		Sing canon with partner or groups of 4	

MUSIC

YEAR THREE		Semester 1 Unit 1- Introduction to Ukulele		Semester 2 – Double Double Rondo	
	Achievement Standard	By the end of Year 4, students describe the use of elements of music in music they compose, perform and/or experience. They describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts. Students demonstrate listening skills when performing and composing. They combine the elements of music to compose music that communicates ideas. They sing and play music they have learnt and/or composed in informal settings.			
	Context	**RHYTHM** **PITCH** **DYNAMICS/ EXPRESSION** **FORM/ STRUCTURE** **TIMBRE/ TEXTURE**	PrepareToo (minim) Tempo & Dynamics vocabulary Introduction to ukulele Parts of ukulele Open string chord (C6) Ukulele sing and play (strum)	**Present too (tied crotchet)** So & la (G & A) on ukulele Prepare re Crescendo / Decrescendo Legato / Staccato Ukulele sing and play (plucking) Orchestral instruments / families	Practice too Mi (E) on ukulele **Present re** Present Pentatonic scale Intro to treble clef absolute letter names A B A C A (Rondo) Brass, woodwind, percussion families	Practice too Practice re Do (C) on ukulele Smd (Fuzzy & I see the Moon) One finger chord – C chord
	Assessment (Achievement Standards)	**describe the use of elements of music in music they compose, perform and/or experience.**		*Aural Perception Test (Advanced DASE)*		Semester 2 Aural Skills test
		describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts		Describe how the music tells a story in 'Hall of the Mountain King" by Grieg.		
		demonstrate listening skills when performing and composing	Sing and play 'Sea Shell' with melodic ostinato (do-so)			
		combine the elements of music to compose music that communicates ideas			Improvise a melody for the rhythm of 'Double Double' using s-m-l-d.	
		sing and play music they have learnt and/or composed in informal settings.	Sing and play 'Sea Shell' with melodic ostinato (do-so)			Sing 'Fuzzy Wuzzy' s-m-d in different ways

MUSIC

YEAR FOUR		Semester 1 – Ukulele Jam		Semester 2 – 'Triple' the Fun	
	Achievement Standard	By the end of Year 4, students describe the use of elements of music in music they compose, perform and/or experience. They describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts. Students demonstrate listening skills when performing and composing. They combine the elements of music to compose music that communicates ideas. They sing and play music they have learnt and/or composed in informal settings.			
	Context	**RHYTHM** Prepare 3 metre **Present four (semibreve)**	**Present 3 metre** **Present 'toom' (dotted minim)**	Practice 3 metre	Prepare tika-ti and Tika-ti
		PITCH Practice re Practice Pentatonic scale Present absolute letter names Ukulele: s-d-m-l (GCEA)	Practice re Prepare high do' Practice Absolute letter names on treble staff	Practice absolute letter names **Present High do' – octave**	Trichords with ostinato drm sl d' M2 and m3 Practice high do'
		DYNAMICS/ EXPRESSION		Dynamics chart (Italian terms) Tempo chart (Italian terms)	March and Dance
		FORM/ STRUCTURE	Instruments of orchestra		
		TIMBRE/ TEXTURE Ukulele: one finger chords C, Am		Ukulele: Fand C7	
	Assessment (Achievement Standards)	**describe the use of elements of music in music they compose, perform and/or experience.**	Semester 1 Aural Skills Test *Create a Rhythm Poem - 16 beat rhythm using semibreve.*		
		describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts			Compare and discuss march and dance styles in 'Farandole' (L'Arlessienne suite)
		demonstrate listening skills when performing and composing	Pluck open string song on Ukulele - 'My Dog Has Fleas'		
		combine the elements of music to compose music that communicates ideas	Create a Rhythm Poem - 16 beat rhythm using semibreve.	Compose and notate melody for known rhyme 'Shimmy Bop Zok'	
		sing and play music they have learnt and/or composed in informal settings.	Pluck open string song on Ukulele - 'My Dog Has Fleas'	Sing and play - strum	Sing 'Come Follow Follow' using words, solfa, letter names, rhythm names and/or body ostinato

MUSIC

YEAR FIVE		Semester 1 School Bell		Semester 2 Unit 2- Spooky Mountain	
	Achievement Standard	By the end of Year 6, students explain how elements of music are manipulated in music they compose, perform and/or experience. They describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning. They describe how music is used to continue and revitalise cultures. Students demonstrate listening and aural skills when composing and performing. They use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance. They notate, document and/or record the music they compose. They perform music in formal and/or informal settings.			
	Context / Knowledge **RHYTHM**	**Present Ti-tika** **Present Tika-ti** Conduct in 2, 3 & 4 metre	Practice Ti-tika Practice Tika-ti	Prepare Compound	**Present Compound (tum, tum-ti, ti-ti-ti, zum)** Prepare syncopa
	PITCH	Practice high do' - Octave Arpeggio d, m s d' (M3, m3, P4) (School Bell = prepare C E G C') Prepare l, s,	Practice high do' Prepare l,s,	**Present l, s,** Trichords on tone ladder – M2 and m3 'Do' Extended Pentatonic Scale l,s, drm sl d'	Dissonance Expressive techniques to create mood
	DYNAMICS/ EXPRESSION **FORM/ STRUCTURE**	Accents Phrase/ repetition Three finger chord – G7 Partner singing	Ostinato (bp, tuned perc & vocal) C F G7 progression on uke	Ensemble – tuned/untuned Pillar tone, Drone percussion & ukulele	Theme/motif Digital timbres (Garage band)
	TIMBRE/ TEXTURE				
	Assessment (Achievement Standards) **explain how elements of music are manipulated in music they compose, perform and/or experience**				Plan composition to create suspenseful mood by referring to the elements of music.
	describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning				
	describe how music is used to continue and revitalise cultures		Describe elements of music and A&TI perspectives in 'Yuggera Djarra Na'		
	demonstrate listening and aural skills when composing and performing	Sing and Play C arpeggio (School Bell) on Ukulele	Semester 1 Aural Skills Test		
	use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance				Compose Spooky Soundscapes for one scene on 'Mickey Mouse and the Haunted House' storyboard using Garage Band.
	notate, document and/or record the music they compose				Compose Spooky Soundscapes for one scene on 'Mickey Mouse and the Haunted House' storyboard using Garage Band.
	perform music in formal and/or informal settings	Sing and Play C arpeggio (School Bell) on Ukulele		Perform 'Rocky Mountain' in ensemble of Ukulele, Clave, Djembe, Singing.	

MUSIC

YEAR SIX		Semester 1 Unit 1 Compound Catastrophe		Semester 2 Unit 2- Australiana & Body Percussion	
Achievement Standard	By the end of Year 6, students explain how elements of music are manipulated in music they compose, perform and/or experience. They describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning. They describe how music is used to continue and revitalise cultures. Students demonstrate listening and aural skills when composing and performing. They use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance. They notate, document and/or record the music they compose. They perform music in formal and/or informal settings.				
Context / Knowledge	**RHYTHM**	Practice compound Prepare Tam-ti	Prepare Tim-ka **Present syncopa**	**Present Anacrusis** **Present Tam-ti** **Present Tim-ka**	Practice known rhythmic concepts
	PITCH	Practice l, s, Practice Ext. pentatonic s,l, drm sl d' Tritones with ostinato M3, m2, P4	Practice Extended pentatonic	Intro P5 practice tritones C Major Scale	Practice known melodic concepts
	DYNAMICS/ EXPRESSION	Fine / 1st & 2nd time bars Phrase Canon		Pp ff cresc. decresc. Phrase / repetition and contrast Improvisation Call & Response	Rondo Call & Response
	FORM/ STRUCTURE	Chords I IV V (ukulele)		Ostinato /Bourdon Advanced ukulele strumming	Found sounds Body percussion
	TIMBRE/ TEXTURE				
Assessment (Achievement Standards)	**explain how elements of music are manipulated in music they compose, perform and/or experience**				
	describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning				
	describe how music is used to continue and revitalise cultures				
	demonstrate listening and aural skills when composing and performing	Perform compound song in rhythmic canon	Semester 1 Aural Skills Test		
	use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance		Convert a known simple metre song in to compound metre by changing the rhythm and time signature.		
	notate, document and/or record the music they compose		Convert a known simple metre song in to compound metre by changing the rhythm and time signature.		Create and perform body percussion ensemble
	perform music in formal and/or informal settings	Perform compound song in rhythmic canon		Sing and play 'Moreton Bay' on Ukulele or Xylophone	Create and perform body percussion ensemble + composition skills

LANGUAGES: JAPANESE

CURRICULUM AND ASSESSMENT

JAPANESE		Term 1	Term 2	Term 3	Term 4
YEAR FOUR	Achievement Standard	By the end of Year 4, students interact with the teacher and peers in regular classroom routines and structured interactions. They understand and respond to instructions related to classroom organisation and activities, for example, ペア　に　なって　ください。大きい　こえ　で　いって　ください。. They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions such as praising or encouraging one another, for example,　がんばって. They use language spontaneously in simple familiar communicative exchanges, for example, やったー！だいじょうぶ？. They respond to simple questions using short spoken statements, for example, いつ　です　か。なに　が　すき　です　か。. They use counter classifiers in response to questions such as なん人にん、なん月がつ、なんじ、なんさい. Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts such as short stories, weather reports or video clips. They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists. They describe people and events using adjectives, time-related vocabulary and appropriate verb forms, such as ます、ましょう、ました and　　ません. They read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます), and blended sounds as formulaic language (for example, きょう、でしょう), as well as high-frequency kanji such as 月、日、先生. They apply word order (subject–object–verb) in simple sentences. They comprehend short written texts such as captions, labels, signs and stories that use familiar and repetitive language. They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s). Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning. They identify ways in which rhythm is used to chunk phrases within a sentence. Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation. They know the role of particles, for example, は、を、と、も、に; the rules for simple verb tense conjugations; and how to create questions using the sentence-ending particle か. They understand and use the rules and phonetic changes that apply to counter classifiers, for example, はっさい、ひとり、ふたり. They identify language variations that occur according to the age and relationship of participants, and according to the situation, for example, なまえ/ おなまえ、はし/ おはし. They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing to replace words and to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking.			
	Context	**Self-Introduction "Question Time"** In this unit, students explore language to introduce themselves. Students will: • Introduce name • Introduce age • Introduce grade • State city/country of residence • State likes/dislikes By responding to the questions Cultural exposure • Setsubun • Hinamatsuri	**Writing Systems** In this unit, students explore writing systems in Japanese, in particular hiragana, and use Japanese scripts to present written information about themselves. Students will learn: • basic 46 hiragana • Japanese writing systems • self-introduction letter (written) • sports/ food / activities vocabulary •	**Mini Chef** In this unit, students will explore the concept of eating practices. They will also look at ways of communicating about cuisine and sharing meals. Students will: • explore the traditions around cooking and eating practices in Japan • use a range of language to discuss and describe traditional Japanese dishes • participate in shared cooking activities • participate in intercultural experiences to reflect on the language and culture associated with sharing meals in in Japanese and English-speaking cultures.	**Out and About** In this unit, students use language to explore the concept of community and everyday community interactions. Students will: • engage with a range of texts about places in the community • use a range of language to discuss preferences for items in a store • analyse and understand the systems of language relating to pronunciation and Japanese sentence structure • participate in intercultural experiences to compare shopping interactions and experiences in Japan and Australia.
	Assessment	**Collection of work** Modes assessed: Speaking and listening (interview)	**Collection of work** Modes assessed: Written response- Self-introduction letter to their buddy in Japan	**Collection of work** Modes assessed: Listening and speaking (interview) Short Response Test: Comprehension and comparison	**Collection of work** Modes assessed: listening, analysing

JAPANESE		Term 1	Term 2	Term 3	Term 4
YEAR FIVE	Achievement Standard	By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as まい日, ときどき.They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as そして, それか.They show concern for and interest in others by making enquiries such as だいじょうぶ？, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, 犬(いぬ), 小さい、雨(あめ). Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい　人　です。. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, へ, で, を, が and prepositions, for example, の上(うえ)に, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjectiveです。 noun です/でしたand present/past/negative verb forms, for example, のみます、たべます、見(み)ました、いきません. They use counter classifiers in response to questions such as いくら　です　か。なんびき？なんこ？. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures. Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を, へ, は,and です.They understand and apply the rules and phonetic changes related to counter classifiers, such asさんぜんえん、いっこ、はっぴき. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such asパソコン、メール、パスタ,and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず　です　ね。いいえ。.			
	Context	**What's in a name?** In this unit students explore the concept of names and the meanings they hold in Japan. Students use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner. Students will: • discuss names, nicknames and surnames • analyse and organise information into key ideas and supporting details • create texts about self-identity • recognise and understand blended sounds and exceptions to phonetic rules when speaking • participate in intercultural experiences to notice, compare and reflect on language and culture.	**What's in my town?** In this unit, students identify information related to giving directions around a town. Students will: • learn vocabulary related to common places around a town • recognise key phrases related to giving directions • identify relevant sight words in hiragana and kanji characters	**Momotaro: A Folk Tale** In this unit students explore the concept of character as reflected in personality traits and qualities of imaginative characters from the traditional Japanese folktale Momotaro (The Peach Boy). Students will: • encounter authentic language in a range of spoken and written texts about a variety of imaginary characters • use Japanese to discuss the qualities of the characters from Momotaro • respond to imaginative texts and identify qualities in imaginative characters • understand and apply knowledge of adjectives and text features to describe attributes of imaginative characters.	**How do we play?** In this unit, students explore the concept of play and its universality across cultures. Students will: • discuss group play activities • plan and demonstrate group games • translate game rules • reflect on cultural values expressed through game play.
	Assessment	**Collection of work***: listening, speaking, reflecting* Speaking – self introduction Written response – Short Response Test	**Collection of work**: listening, reading Written response – Short response test	**Collection of work**: writing Written response – Character Descriptions	**Collection of work**: speaking, reflecting Speaking – group kendama presentation Written response - reflections

JAPANESE		Term 1	Term 2	Term 3	Term 4
YEAR SIX	Achievement Standard	By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as まい日, ときどき.They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as そして, それか.They show concern for and interest in others by making enquiries such as だいじょうぶ？, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, 犬(いぬ), 小さい、雨(あめ). Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい　人　です。. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, へ, で, を, が and prepositions, for example, の上(うえ)に, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjectiveです。noun です/でしたand present/past/negative verb forms, for example, のみます、たべます、見(み)ました、いきません. They use counter classifiers in response to questions such as いくら　です　か。なんびき？なんこ？. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures. Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as を, へ, は,and です.They understand and apply the rules and phonetic changes related to counter classifiers, such asさんぜんえん、いっこ、はっぴき. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such asパソコン、メール、パスタ,and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, じょうず　です　ね。いいえ。.			
	Context	**What is character?** In this unit students will explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia. Students will: • use Japanese to discuss qualities of people they admire • encounter authentic language in a range of spoken and written texts about a variety of imaginary characters • respond to imaginative texts and identify qualities in imaginative characters • understand and apply knowledge of adjectives and text features to describe attributes of imaginative characters • reflect on intercultural experiences noticing similarities and differences in values portrayed by characters in imaginative texts.	**Welcome to Our School** In this unit, students explore the concept of spaces within their school environment and the target country. Students will: • engage with language in texts about the school environment • create texts to introduce their school environment and school activities • gather and compare information about school settings in Japan and in Australia	**What is school life?** In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences. Students will: • engage with a range of texts about school life 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.	**Going to a restaurant** In this unit, students use language to explore dining culture at a Japanese restaurant and make comparisons with dining experiences in Australia. Students will: • engage with a range of restaurant language • explore Japanese customer service practices • participate in a restaurant role-play
	Assessment	**Collection of work**: writing, reflecting Written response – Short Response Test	**Collection of work**: speaking, writing Written response – Short Response Test	**Collection of work**: reading comprehension Written response – Short Response Test	**Collection of work**: speaking, listening (role play) Written response – Short Response (menu)

Supporting resources

- *Whole School Approach to Pedagogy*
- *Data Plan*
- *Year Level Plans*
- *Eagle Junction State School Unit Plans*
- *Eagle Junction State School Reporting Guidelines*
- *Eagle Junction State School Whole School Programs*