

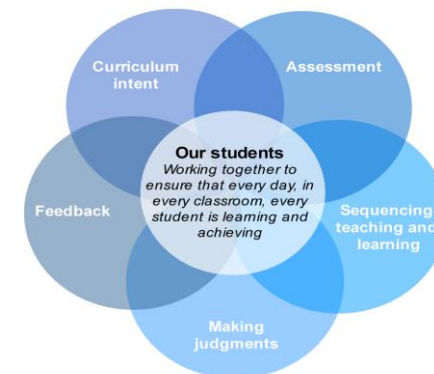


A great place to grow, a greater place to learn

Eagle Junction State School 2024

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

Our whole school Curriculum, Assessment and Reporting Plan ensures a cohesive progression and sequence of learning from Prep to Year 6. This plan is audited and monitored to ensure both horizontal (within year level) and vertical (spiraling curriculum from year level to year level) alignment. The Dimensions of Teaching and Learning provide the foundation for our pedagogical framework; our overarching guide. The dimensions are used to inform our planning, assessment and teaching and learning to meet the learning needs of the diverse range of students in our classrooms.



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:

- Physical Education
- Languages (Japanese) for Years 3- 6
- The Arts: Music and Dance
- Focused and Intensive Teaching

Our teachers engage in a rigorous planning process each term 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 teachers use a variety of summative assessment tasks, monitoring strategies and monitoring tools to diagnose learning needs, determine achievement and inform teaching. Assessment is consistent across year levels and is front-ended at the beginning of a unit of work. Students are assessed throughout and at the end of a unit of work to determine their overall understanding. Students in Years 3 and 5 participate in NAPLAN (National Assessment Program in Literacy and Numeracy).



Sequencing Teaching and Learning

Our *Whole School Curriculum, Assessment and Reporting Plan* ensures a cohesive progression and sequence of learning. Our students are exposed to a wide variety of learning opportunities through each of the learning areas across all year levels. We also provide many opportunities for students to be involved in a range of additional curriculum offerings.

Eagle Junction State School's curriculum, assessment and reporting processes are informed by the department's commitment to *Equity and Excellence: realising the potential of every student*. As such, our curriculum programs are designed to ensure all students can access and participate in the curriculum with their peers, through the use of carefully planned tailored supports that meet students' learning needs.



Making Judgements

A rigorous, whole-school approach to moderation ensures the alignment of curriculum, pedagogy, assessment and reporting. Moderating at various junctures throughout the teaching and learning cycle ensures teaching year level teams make consistent judgements and accurately report against the achievement standards. Moderation occurs both in year level teams as well as with teachers from other schools within the City Collective.

At Eagle Junction State School, we:

- develop a shared understanding of assessment literacy.
- use moderated data to determine the next steps in teaching and learning.
- use data collected through moderation processes for continuous improvement.

Moderation processes enhance student, teacher, parent and community confidence in the consistency of teacher judgements and the accuracy of academic reported results.






Quality Feedback Processes – Reporting

Feedback for parents on their child’s achievement is provided in the following two formats: written reports at the end of each semester and student progress meetings at the mid-way point of each semester. Written reports reflect the students’ knowledge and understanding of concepts and skills taught and assessed that semester. A variety of summative assessment pieces and monitoring strategies are used to inform end of semester reporting. Student achievements are ascertained using a five-point scale against the Australian Curriculum year level achievement standard for each subject.

Students also receive feedback both formally and informally through a variety of modes, including teacher conferencing, written and verbal feedback, peer feedback and self-reflection.



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
<p>Curriculum Provide (teach, assess and report on) all learning areas of the Australian Curriculum (AC)</p> <p>Meet the minimum requirements for providing the AC</p> <p>Three Levels of planning: Whole school plan Year level Plans Unit plans</p> <p>Assessment</p> <ul style="list-style-type: none"> 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 <p>Moderation</p> <ul style="list-style-type: none"> 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 <p>Reporting</p> <ul style="list-style-type: none"> 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 <p>EJSS Documentation</p> <ul style="list-style-type: none"> Whole School Curriculum, Assessment, Moderation and Reporting Plan Data Plan Whole school programs <ul style="list-style-type: none"> Reading Writing Spelling Grammar and Punctuation Phonics and Phonemic Awareness Mathematics Critical and Creative Thinking <p>Evidence we see:</p> <ul style="list-style-type: none"> 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 	<p>Identify where the learner is in the learning process – <i>surface – deep – transfer learning</i></p> <p>EJ Learning Process</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; text-align: center;">  Take Off Surface learning. Building knowledge </div> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; text-align: center;">  Spread your Wings Deep learning. Making meaning </div> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; text-align: center;">  Soar Transfer learning. Applying understanding </div> </div> <p>Select and employ effective pedagogical practices:</p> <ul style="list-style-type: none"> Learning Intentions and Success Criteria Purpose for learning Student goal setting Activate prior knowledge Structuring lessons Explicit teaching Worked examples Cooperative learning - Kagan approach Multiple exposures Questioning Feedback Metacognitive strategies Differentiated teaching Visible Thinking Routines Learning Walls Bump It Up Walls Graphic organisers <p>Evidence we see:</p> <ul style="list-style-type: none"> 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 	<p>Challenge and encourage all students to achieve their very best within a supportive, inclusive environment.</p> <p>Explicitly teach and embed the EJ Learning Powers to help students become an effective learner.</p> <p>Use the EJ Learner Profile to develop learner qualities</p> <p>Use a whole school approach to differentiate teaching and learning to support all students to access, participate and progress through the curriculum.</p> <p>Use assessment and reporting data to identify the diversity of year level cohorts, class groups and individual students.</p> <p>Respond to identified needs of students by differentiating teaching and learning in all three levels of planning.</p> <p>Differentiation</p> <ul style="list-style-type: none"> 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 <p>Feedback</p> <ul style="list-style-type: none"> Timely, effective and targeted feedback to students in a variety of forms that informs students: <ul style="list-style-type: none"> 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; Learning Walls, Bump It Up walls, student samples and marking guides <p>Engage students in Learning Conversations</p> <ul style="list-style-type: none"> 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? How do you feel if you don’t understand something? What do you do? <p>Evidence we see:</p> <ul style="list-style-type: none"> 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- EJ Learning Powers Students know their next steps in learning and progress made Teachers build relationships and trust with their students

2024 Time Allocations: Prep (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 and Music (as appropriate) ⁸	Experience⁹ (teach and monitor) in at least one semester in Prep <ul style="list-style-type: none"> Prep achievements 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 <i>Assessment in Prep to Year 10</i>. In other words, schools will determine whether some or all of these learning areas will 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 ¹⁰	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 <i>Curriculum provision plan</i> report can be generated.	

Recommended time allocations ¹¹ 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	1h 30m	1h 30m
Humanities and Social Sciences	per year	20	20	20	40	40	60	60
	per week	30 mins	30 mins	30 mins	1	1	1h 30m	1h 30m
The Arts ⁸	per band/year	40	80 (40 hours per year)		120 (60 hours per year)		120 (60 hours per year)	
	per week	1	1		1h 30m		1h 30m	
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		1h 15 m	
Languages ¹⁰	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		1h 30 m	
In Prep schools offer the opportunity for students to experience these learning areas								

2024 Time Allocations: Years 1-6 (guidelines for v8.4 Australian Curriculum)

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.

Learning areas	Prep to Year 2	
	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.	

Learning areas	Years 3 to 6	
	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 Arts ⁵ (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 allocations⁶ for Prep to Year 6 shown below. Schools are encouraged to provide Languages from Prep.

Learning areas	Hours	Recommended time allocations						
		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	2	2
The Arts	per band	120 (40 hours per year)			100 (50 hours per year)		100 (50 hours per year)	
	per week	1			1h 15m		1h 15m	
Technologies	per band	60 (20 hours per year)			80 (40 hours per year)		120 (60 hours per year)	
	per week	30m			1		1h 30m	
Languages	per band	120 (40 hours per year)			120 (60 hours per year)		120 (60 hours per year)	
	per week	1			1h 30m		1h 30m	



AUSTRALIAN CURRICULUM: ENGLISH P – 6 teaching and learning unit overview

ENGLISH		Term 1	Term 2	Term 3	Term 4	
PREP	Achievement Standard	<p>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.</p> <p>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.</p> <p>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.</p>				
	Context	<p>Engaging with Stories for Enjoyment Students engage with a variety of texts for enjoyment including picture books, stories and films. They participate in shared reading, viewing and storytelling of texts that expand and reflect their world and involve straightforward sequences of events and everyday happenings. Texts may include traditional oral narratives and literature of First Nations Australians. Students make connections between characters, settings and events and link ideas to personal experiences. Students interact with others for the purpose of retelling a short, spoken text.</p>	<p>Recounting an Experience Students engage with a variety of authentic texts, including non-fiction texts, through shared reading, viewing and storytelling. These texts include topics that reflect upon and expand their world. They consist of a range of literature from Australian and world authors, including First Nations Australian authors. Students make connections between layout, images and text types. They expand topic-specific vocabulary through planned and informal experiences with texts, images, and objects. Students draw and write to create short texts that record and report ideas or events using learnt vocabulary.</p>	<p>Engaging with Rhyme Students explore spoken, written and multimodal texts including poetry, rhymes, chants, songs and dramatic performances. They consider the purposes of these texts. Texts may include classic and contemporary literature from wide-ranging Australian and world authors, including the literature of First Nations Australians. Students explore rhyming words, alliteration patterns, syllables and sounds in texts. They use these as models to create their own short imaginative response and present their texts to an audience.</p>	<p>Sharing thoughts and feelings Students engage with a variety of oral texts, picture books, films, stories, non-fiction, multimodal texts and dramatic performances including the literature of Australian and world authors. These texts reflect and expand on their world. Students make connections to personal experiences and respond to a topic or event to express feelings and thoughts through role play and multimodal texts.</p>	
	Assessment	Title	AT: Pictorial Representations - Talking about stories	AT: Recount	AT: Create and recite a rhyme	AT: Respond to and create texts
		Purpose	Students listen to, retell and make connections to personal experiences within a familiar story.	Students draw and write a short text about ideas or events and recount it to peers.	Students innovate on and create a rhyme using written and spoken communication.	Students make connections and respond to a topic to express their feelings and thoughts
		Technique	Observed demonstration, short response	Observed demonstration, short response	Observed demonstration, short response	Observed demonstration, short response
		Type of Text	imaginative	informative	imaginative	informative
		Mode	Multimodal - spoken, visual	Multimodal – written, spoken	Multimodal – written, spoken, aural	Multimodal – written, spoken, aural
		Title		MS: Phonemic Awareness/ /Decoding/ Handwriting/Spelling/Punctuation		MS: Phonemic Awareness/ /Decoding/ Handwriting/Spelling/Punctuation
		Purpose		Students identify sounds and letter names and decode and segment simple words.		Students identify sounds and letter names and decode and segment simple words.
		Technique		observed demonstration		observed demonstration
		Type of Text		informative		informative
Mode			Multimodal – written, spoken, aural		Multimodal – written, spoken, aural	
Diagnostic/ Formative	Monitoring Task– Early Start			Monitoring Task– Early Start		
	<i>Refer to Data Plan</i>	➔				

ENGLISH		Term 1 Retell a story	Term 2 Exploring Characters	Term 3 Procedural Texts	Term 4 Retell a Cultural Story
YEAR ONE	Achievement Standard	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.</p> <p>Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.</p>			
	Context	<p>Exploring how a story works</p> <p>In this unit students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.</p>	<p>Exploring characters in stories and poems</p> <p>Students listen to, read, view and interpret spoken, written and multimodal literary texts, including poems, to identify some features of characters in these texts and then create their own character descriptions. They explore sound patterns in poetry and recite a poem to the class.</p>	<p>Creating digital procedural texts</p> <p>Students listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a digital multimodal procedure from a literary context. Students explore a series of picture books with persuasive features and create a digital multimodal innovation of an imaginative text that includes persuasion.</p>	<p>Retelling cultural stories</p> <p>Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers.</p>
	Assessment	<p>AT: Respond to imaginative texts</p> <p><i>Informative and imaginative response – verbal and pictorial representation</i></p> <p>Students comprehend (verbal retell) and respond (understanding purpose and making a personal connection) to a chosen picture book.</p> <p><i>Refer to Data Plan for diagnostic / formative assessment.</i></p>	<p>AT: Character description</p> <p><i>Informative response – written and pictorial representation</i></p> <p>Students create a character description using writing and images.</p> <p>AT: Read and comprehend</p> <p><i>Test – short answer questions</i></p> <p>Students demonstrate reading accuracy, fluency and comprehension of character development (Text: <i>A Day at the Creek</i>)</p> <p>AT: Poem recitation</p> <p><i>Test – response to stimulus</i></p> <p>Students perform a recitation or reading of a known poem for a familiar audience.</p>	<p>AT: Multimodal procedure</p> <p><i>Informative response – written, pictorial representation and verbal</i></p> <p>Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.</p> <p>AT: Read and comprehend</p> <p><i>Test - short answer questions</i></p> <p>Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts. (Text: <i>The Sandwich</i>)</p>	<p>AT: Multimodal retell a cultural story</p> <p><i>Imaginative response – written, pictorial representation and verbal</i></p> <p>Students create and present a retelling of a traditional or cultural story.</p>

		Term 1 Poetry and Procedures	Term 2 Comparing Characters	Term 3 Informative Texts	Term 4 Exploring Plot and Characters	
YEAR TWO	Achievement Standard	<p>Receptive modes (listening, reading and viewing) By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p>Productive modes (speaking, writing and creating) When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.</p> <p>Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.</p>				
	Context	<p>Reading, writing and performing poetry Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience.</p>	<p>Exploring procedural texts Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create a procedure.</p>	<p>Exploring Characters Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p>	<p>Exploring and creating informative texts Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.</p>	<p>Exploring plot and characterisation in stories Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students write an imaginative narrative using characters from a familiar text and support the narrative with appropriate images that match the text.</p>
	Assessment	<p>AT: Poetry Innovation <i>Imaginative response – written and verbal</i> Students create and present an innovation of a known poem to a familiar audience.</p> <p><i>Refer to Data Plan for diagnostic / formative assessment</i></p>	<p>AT: procedure <i>Informative response – written</i> Students create a procedure.</p>	<p>AT: Expressing a preference for a character <i>Informative response – written</i> Students compare characters from stories and express a preference for a character.</p> <p>AT: Read and comprehend <i>Test – short answer responses</i> Students demonstrate reading accuracy and respond to comprehension questions. (Text: <i>Letter from Mr Wolf</i>)</p>	<p>AT: Informative Text <i>Informative response – written with pictorial representation</i> Students create an informative text with a supporting image.</p>	<p>AT: Multimodal narrative <i>Imaginative response – written</i> Students write an imaginative narrative using characters from a familiar text and support the narrative with appropriate images that match the text.</p> <p>AT: Read and comprehend <i>Test - short answer questions</i> Students read aloud and respond to comprehension questions focusing on literal and inferred meaning. (Text: <i>Big Brothers Job</i>)</p>

		Term 1 Persuasive Letters	Term 2 Characters in Narratives	Term 3 Multimodal Narratives	Term 4 Adapting Poetry
YEAR THREE	Achievement Standard	<p>Receptive modes (listening, reading and viewing) By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.</p> <p>Productive modes (speaking, writing and creating) Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p>			
	Context	<p>Analysing and creating a persuasive text Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</p>	<p>Investigating characters Students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read an extract from a text and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.</p>	<p>Examining imaginative texts Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>	<p>Reading, writing and performing poetry Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.</p>
	Assessment	<p>AT: Persuasive text <i>Persuasive response – written</i> Students write a persuasive letter about a school or community-based issue, using persuasive language features to influence the audience.</p> <p><i>Refer to Data Plan for diagnostic / formative assessment.</i></p>	<p>AT: Imaginative narrative <i>Imaginative response – written</i> Students write an imaginative narrative, a sequel to <i>Fox</i>, that develops characters.</p> <p>AT: Reading comprehension: Fox <i>Test – short answer response</i> Students comprehend literal and implied meaning in a text and identify and explain the author's use of language.</p> <p>AT: Speaking task: Sun, Earth or Moon <i>Informative response - verbal</i> Students present information about the sun, moon or Earth to their peers. Link with Science</p>	<p>AT: Multimodal Narrative <i>Imaginative response – written with pictorial representation</i> Students create a multimodal imaginative text about overcoming a fear, using software.</p> <p>AT: Reading comprehension: Kumiko and the Dragon <i>Test - short answer questions</i> Students comprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in the text.</p>	<p>AT: Writing and presenting poetry <i>Imaginative response – written and verbal</i> Students write and present an adaptation of a poem.</p> <p>AT: Reading comprehension: Rainforest <i>Test: short answer questions</i> Students identify and describe the effects language features and devices in a poem.</p>

		Term 1 Narratives	Term 2 Traditional Tales and Humorous Poetry	Term 3 Quest Novel Analysis	Term 4 Persuasive Advertising	
YEAR FOUR	Achievement Standard	<p>Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.</p> <p>Productive modes (speaking, writing and creating) Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p>				
	Context	<p>Investigating author's language in a familiar narrative Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new story based on the narrative for an audience of their peers.</p>	<p>Examining traditional stories Students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan a traditional story which includes a moral for a younger audience.</p>	<p>Examining humour in poetry Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.</p>	<p>Exploring a text Students read and analyse a text. They write an explanation to demonstrate how language features, images and vocabulary are used by the author to engage an audience.</p>	<p>Examining persuasion in advertisements and product packaging Students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a product package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a product. They write and present a persuasive speech to promote their product.</p>
	Assessment	<p>AT: Imaginative narrative <i>Imaginative response – written</i> Students create a new imaginative narrative based on a familiar text. (Text: <i>Mr Bambuckle's Remarkables</i>)</p> <p><i>Refer to Data Plan for diagnostic / formative assessment.</i></p>	<p>AT: Traditional Story <i>Imaginative response – written and verbal</i> Students write and share a traditional story with a moral for a younger audience.</p>	<p>AT: Reading comprehension <i>Test – short answer responses</i> Students interpret and evaluate a humorous poem for its characteristic features.</p>	<p>AT: Written Explanation <i>Informative response - written</i> Students explain how the author of a text explains how language features, images and vocabulary are used to engage the interest of audiences. (Text: <i>Rowan of Rin</i>)</p>	<p>AT: Write and present a persuasive pitch <i>Persuasive response- Written and verbal</i> Students create a promotional persuasive script for a product and present it to a group of peers.</p> <p>Reading comprehension <i>Test: short answer questions</i> Students identify and interpret the persuasive language features and visual elements of a product's packaging.</p>

ENGLISH		Term 1 Features of Narratives	Term 2 Viewpoints in Feature Articles	Term 3 Poetry Analysis	Term 4 Film and Novel Comparison
YEAR FIVE	Achievement Standard	<p>Receptive modes (listening, reading and viewing) By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.</p> <p>Productive modes (speaking, writing and creating) Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.</p>			
	Context	<p>Examining and creating narrative texts In this unit, students listen to, read and interpret narratives showing understanding of character development in relation to plot and setting. They demonstrate an understanding of narrative plot structure and create a cohesive narrative that develops character and setting.</p>	<p>Examining media texts Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint.</p>	<p>Appreciating and responding to poetry Students listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects. They will then present a poem to a group.</p>	<p>Exploring narrative through novels and film Students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation.</p>
Assessment	<p>AT: Imaginative narrative <i>Imaginative response – written</i> Students write a narrative, using a stimulus, that develops character and setting.</p> <p>AT: Comprehend a narrative: A New Day <i>Test – short answer response</i> Students interpret and analyse a narrative text.</p> <p><i>Refer to Data Plan for diagnostic / formative assessment</i></p>	<p>AT: Multimodal feature article <i>Persuasive response – written</i> Students select information and create a multimodal feature article that presents a particular point of view about an issue.</p> <p>AT: Comprehend a feature article <i>Test – short answer response</i> Students interpret and analyse information from a feature article.</p> <p>AT: Science presentation <i>Informative response - verbal</i> Students create and present to their peers an informative multimodal presentation about an invention designed for space that is now used to solve problems on Earth.</p>	<p>AT: Poetry analysis <i>Test – short answer response</i> Part A: comprehend poetry Students interpret and analyse a poem.</p> <p><i>Informative response – written</i> Part B: Students write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.</p> <p>AT: Poetry recital <i>Test – response to stimulus</i> Students select a poem and present to peers.</p>	<p>AT: Written comparison <i>Informative response - written</i> Students write a comparison of <i>Storm Boy</i> and its film adaptation and state a preference.</p> <p>AT: Comprehend a narrative: Storm Boy <i>Test – short answer response</i> Students interpret and analyse an excerpt from <i>Storm Boy</i></p>	

ENGLISH		Term 1 Short Stories	Term 2 Persuasive Media Texts	Term 3 Author Study	Term 4 Analysing Texts	
YEAR SIX	Achievement Standard	<p>Receptive modes (listening, reading and viewing) By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.</p> <p>Productive modes (speaking, writing and creating) Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.</p>				
	Context	<p>Short stories Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.</p>	<p>Examining and exploring media texts Students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuade effect. They demonstrate their understanding of advertising texts' persuasive features through written responses to comprehension questions, the creation of their own digital multimodal advertisement and an explanation of creative choices. Students listen to, read and view media texts including advertisement and news reports. Students identify and analyse bias and the effectiveness of language devices that represent ideas and events to influence an audience. They create an analytical response to a news report.</p>	<p>Exploring literary texts by the same author Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They will compare two novels by the same author to identify aspects of author style. Students will prepare a response analysing author style in the novel, and participate in a panel discussion. Use Morris Gleitzman novels</p>	<p>Interpreting literary texts Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.</p>	<p>Comparing texts In this unit, students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.</p>
	Assessment	<p>AT: Short Story <i>Imaginative response - written</i> Students write an imaginative and entertaining short story about a character who faces a conflict and explain their editorial choices.</p>	<p>AT: Multimodal advertisement <i>Persuasive response – written/multimodal</i> Students create a multimodal advertisement and explain how it persuades the viewer.</p> <p>AT: News report evaluation (interview transcript) <i>Informative response - written</i> Students evaluate the use of language in a persuasive media text that influences the audience to accept a particular point of view about a topic.</p> <p>AT: Reading comprehension <i>Test – short answer response</i> Students examine advertising in the media. (Text: <i>Arnhem Land</i>)</p>	<p>AT: Panel discussion <i>Informative response - verbal</i> Students participate in a panel discussion to analyse and evaluate the authorial style of Morris Gleitzman.</p>	<p>AT: Letter to a Character <i>Imaginative response - written</i> Students write a letter to a fictional character from the text <i>Once</i>, evoking a sense of time and place.</p> <p>AT: Reading comprehension <i>Test – short answer response</i> Students read and comprehend a historical letter and analyse and explain language features.</p>	<p>AT: Argue a point of view <i>Informative response – written</i> Students argue a point of view about the effectiveness of literary and informative texts in conveying a message.</p>
	Refer to Data Plan for diagnostic / formative assessment					

AUSTRALIAN CURRICULUM: MATHEMATICS P– 6 teaching and learning unit overview



MATHS		Term 1	Term 2	Term 3	Term 4
PREP	Achievement Standard	<p>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.</p> <p>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.</p> <p>Students collect, sort and compare data in response to questions in familiar contexts.</p>			
	Context	<p>Students have opportunities to develop understandings of:</p> <p>Number and Algebra</p> <ul style="list-style-type: none"> 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 <p>Space</p> <ul style="list-style-type: none"> name, create and compare shapes, using elementary mathematical reasoning in active learning experiences develop a sense of sameness, difference and change when engaging in play-based activities about shapes 	<p>Students have opportunities to develop understandings of:</p> <p>Number</p> <ul style="list-style-type: none"> look for and make connections between number names, numerals and quantities, and compare quantities from one to 10, 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, adding to collections to 10 <p>Measurement</p> <ul style="list-style-type: none"> build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events <p>Space</p> <ul style="list-style-type: none"> build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of length of objects 	<p>Students have opportunities to develop understandings of:</p> <p>Number</p> <ul style="list-style-type: none"> explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve taking away from collections to 10 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 <p>Measurement</p> <ul style="list-style-type: none"> build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass of objects <p>Space</p> <ul style="list-style-type: none"> develop a sense of sameness, difference and change when engaging in play-based activities describing position and location bring mathematical meaning to the use of familiar terms and language when explaining thinking about position and location 	<p>Students have opportunities to develop understandings of:</p> <p>Number and Algebra</p> <ul style="list-style-type: none"> 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 learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts <p>Measurement</p> <ul style="list-style-type: none"> build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of capacity of objects <p>Statistics</p> <ul style="list-style-type: none"> explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify and compare data bring mathematical meaning to the use of familiar terms and language when posing and responding to questions about data, and explaining thinking and reasoning
Assessment	Title	MS: Number and Algebra Exploring numbers to 10 and repeating patterns	AT: Number Solving addition problems with numbers to 10	AT: Number Exploring numbers to at least 20 Solving subtraction problems with numbers to 10	AT: Number Applying number knowledge
	Purpose	Students make connections between number names, numerals & position in a sequence. They copy & continue repeating patterns.	TBC	Students connect number names, numerals and quantities up to 20 and count to and from 20. ??TBC	TBC
	Technique	Observed demonstration (interview)	Short response (interview)	Observed demonstration	Short response
	Type of Text	Calculation	Calculation	Calculation	Calculation
	Mode	Multimodal – spoken, visual, practical	Multimodal – spoken, visual, practical	Multimodal – spoken, visual, practical	Multimodal – spoken, visual, practical
	Title	AT: Space Identifying and sorting shapes	AT: Measurement Exploring duration and time	MS: Space Describing position and location	AT: Statistics Collecting, sorting and comparing data
	Purpose	Students group objects based on common characteristics and sort shapes	Students connect events and days of the week and explain the order and duration of events	Students describe the position and location of themselves and objects in relation to other people and objects.	Students collect, sort and compare data in response to questions in familiar contexts.
	Technique	Short response (interview)	Project	Short response (interview)	Investigation
	Type of Text	Comparison	Description	Description	Survey
	Mode	Multimodal – spoken, visual, practical	Multimodal – spoken, visual	Multimodal – spoken, visual, practical	Multimodal – spoken, visual, practical
	Title		AT: Measurement Comparing objects using length	AT: Measurement Comparing objects using mass	AT: Measurement Comparing objects using capacity
	Purpose		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		Project	Project	Project
	Type of Text		Comparison	Comparison	Comparison
	Mode		Multimodal – spoken, visual, practical	Multimodal – spoken, visual, practical	Multimodal – spoken, visual, practical
Diagnostic/Formative	Monitoring Task– Early Start <i>Refer to Data Plan</i>			Monitoring Task– Early Start	

	Term 1	Term 2	Term 3	Term 4
Achievement Standard	<p>By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.</p> <p>Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events.</p> <p>They collect data by asking questions, draw simple data displays and make simple inferences.</p>			
Context	<p>Students develop understandings of:</p> <p>Number and place value — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction and explore commutativity.</p> <p>Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.</p> <p>Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data.</p>	<p>Students develop understandings of:</p> <p>Patterns and algebra - investigate and describe repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent and record counting sequences, describing number patterns.</p> <p>Number and place value - represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems.</p> <p>Using units of measurement - describe the duration of an hour, explore and tell time to the hour.</p> <p>Location and transformation - explore and describe location, investigate and describe position, direction and movement, interpret directions.</p> <p>Shape - investigate the features of three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects.</p> <p>Fractions and decimals - investigate wholes and halves, partition to make equal parts.</p> <p>Money and financial mathematics - explore features of Australian coins.</p>	<p>Students develop understandings of:</p> <p>Number and place value - recall, represent and, count collections, position and locate numbers on linear representations, represent and record two-digit numbers, identify digit values, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, explore doubling and halving, record and solve simple addition and subtraction problems.</p> <p>Patterns and algebra - recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence.</p> <p>Fractions and decimals - identify one half.</p> <p>Money and financial mathematics - recognise, describe, and order Australian coins according to their value.</p> <p>Using units of measurement - compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe duration in time, tell time to the half hour</p> <p>Shape - identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects.</p> <p>Location and transformation - give and follow directions, investigate position, direction and movement.</p>	<p>Students develop understandings of:</p> <p>Fractions and decimals - identify a half.</p> <p>Number and place value - count collections beyond 100, skip count in ones, twos, fives and tens, identify missing elements, describe patterns created by skip counting, model numbers with a range of materials, use standard and non-standard partitioning of 2-digit numbers, position and locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10, develop and refine mental strategies for addition and subtraction problems, identify related addition and subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition and subtraction, solve addition and subtraction problems</p> <p>Patterns and algebra - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns.</p> <p>Using units of measurement - compare and sequence familiar events in time.</p> <p>Data representation and interpretation - ask suitable questions to collect data, organise and represent data.</p> <p>Chance - classify events based on chance.</p>
Assessment	<p>AT: Understanding teen numbers - My favourite teen number. <i>Test: short response (interview)</i> Students recognise, model, write and order numbers to 20.</p> <p><i>Refer to Data Plan for diagnostic / formative assessment.</i></p>	<p>AT: Pool Problems <i>Test: short response</i> Students solve simple addition and subtraction problems.</p> <p>AT: Secret Object - Using the language of direction <i>Test: short response</i> Students give and follow directions to familiar locations.</p> <p>AT: Shape Shakers - Describing two-dimensional shapes and three-dimensional objects <i>Test: short response (Interview)</i> Students describe two-dimensional shapes and three-dimensional objects.</p>	<p>AT: Understanding number sequences and recognising Australian coins <i>Test: short response</i> Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line and recognise Australian coins according to their value.</p> <p>AT: Measuring using informal units <i>Test – short response (practical)</i> Students measure and order objects based on length and capacity using informal units.</p> <p>AT: Explaining duration and telling time <i>Test: short response</i> Students explain time durations and tell time to the half hour.</p>	<p>AT: Identifying one half <i>Test: short response</i> Students identify representations of one half.</p> <p>AT: Adding and subtracting counting strategies - Cool Calculations <i>Test: short response</i> Students carry out simple addition and subtraction.</p> <p>AT: Making inferences from collected data <i>Project – problem-solving and modelling task/Test – short answer response</i> Students collect data by asking questions, draw and describe data displays and make simple inferences.</p>

Achievement Standard

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.

Context

Students develop understandings of:
Using units of measurement - order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units
Number and place value - count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, representing addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems
Data representation and interpretation - Collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.
Chance - Identify everyday events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.

Students develop understandings of:
Shape - recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.
Number and place value - represent two-digit numbers, partition two-digit numbers into place value parts, represent addition two-digit numbers, represent multiplication and division, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.
Patterns and algebra - identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.
Fractions and decimals - represent halves, quarters and eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.
Using units of measurement - identify the number of days in each month, relate months to seasons, tell time to the quarter hour; compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.
Location and transformation - interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest.
Money and financial mathematics - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes.

Students develop understandings of:
Number and place value - count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, count large collections,
Fractions - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.
Using units of measurement - compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars
Location and transformation - describe the effect of single-step transformations, including turns, flips and slides, identify turns, flips and slides in real-world situations
Money and financial mathematics - count collections of coins and notes, make and compare money amounts, read and write money amounts

Students develop understandings of:
Data representation and interpretation - Use data to answer questions, represent data.
Chance - explore the language of chance, make predictions based on data displays.
Shape - draw two-dimensional shapes, draw two-dimensional shapes with straight sides and curved lines, describe two-dimensional shapes, describe three-dimensional objects.
Number and place value - recall addition and subtraction number facts, identify related addition and subtraction facts, add and subtract with single, 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division.
Using units of measurement - directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour.
Location and transformation - identify half and quarter turns, represent flips and slides, interpret simple maps
Fractions and decimals - identify halves, quarter and eighths of shapes and collections

Assessment

AT: Counting and calculating
Test: short response
 Students count to and from 1000 and perform addition and subtraction problems using a range of strategies.
AT: In the toyshop window
Test: short response
 Students collect, represent and describe simple, single-variant data.

AT: Additive number patterns and time
Test: short response
 Students describe number patterns, identify missing elements and tell time to the quarter hour.
AT: Money and additive concepts
Test: short response
 Students associate collections of Australian notes and coins with their values. To solve simple addition and subtraction problems using a range of strategies.

AT: Count, multiply and divide
Test: short response
 Students count to and from 1000, represent multiplication by grouping into sets and divide collections and shapes into halves, quarters and eighths.
AT: Compare them! Order them!
Test: short response
 Students measure, compare and order several objects using uniform informal units.
AT: Seasons and calendars
Test: short response
 Students use a calendar to identify dates and the months included in seasons.

AT: Representing data and chance
Test: short response
 Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.
AT: Explaining transformations
Test: short response
 Students explain the effects of one-step transformations.
AT: Recognising two-dimensional shapes and three-dimensional objects
Test: short response
 Students draw two-dimensional shapes and recognise the features of three-dimensional objects.
MT: Number Check-Up
 Students demonstrate number understanding to support assessment of the end of year monitoring audit.

Refer to Data Plan for diagnostic/formative assessment

Achievement Standard

By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.

Context

Students develop understandings of:
Using units of measurement - tell time to 5-minute intervals, identify one metre as a standard metric unit, represent a metre, measure with metres
Number and place value - count to 1 000, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts
Data representation and interpretation - collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations.
Chance -conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments.

Students develop understandings of:
Shape - identify and describe the features of familiar three-dimensional objects, make models of 3D objects.
Number and place value - compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten.
Patterns and algebra - infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns.
Fractions and decimals - describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections.
Location and transformation - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map.
Geometric reasoning - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.
Money and financial mathematics - count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.
Units of measurement —represent time to the minute on digital and analog clocks, transfer knowledge of time to real-life contexts.

Students develop understandings of:
Number and place value — count in sequences beyond 1000, represent, combine and partition 4-digit numbers flexibly, represent multiplication as arrays and repeated addition, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental and written strategies to add and subtract.
Money and financial mathematics — represent money amounts in different ways, count collections of coins and notes accurately and efficiently, calculate change and simple totals, choose appropriate mental strategies to add and subtract
Fractions and decimals — represent and compare unit fractions of shapes and collections, represent unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths
Patterns and algebra— connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns
Location and transformation — identify examples of symmetry in the environment, classify shapes as symmetrical and non-symmetrical
Units of measurement — use familiar metric units to order and compare objects, explain measurement choices.

Students develop understandings of:
Number and place value — recall addition and related subtraction number facts, use ‘part-part-whole’ thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems
Fractions and decimals — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions
Money and financial mathematics - represent money values in multiple ways, count the change required for simple transactions to the nearest five cents.
Location and transformation — represent symmetry, interpret simple maps and plans
Data representation and interpretation — identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays
Chance — explore the language of chance, make predictions based on data displays
Geometric reasoning - identify angles as measures of turn, compare angle sizes in everyday situations.
Shape - make models of three-dimensional objects, sort and describe three-dimensional objects with curved surfaces.
Using units of measurement - measure, order and compare objects using familiar metric units of length, mass and capacity, tell time to the minute, investigate the relationship between units of time.

Assessment

AT: Place value, adding and subtracting
Test: short response
 Students recognise, represent and order numbers. They recognise the connection between addition and subtraction and add and subtract numbers.
AT: Conduct a chance experiment
Short answer questions
 Students collect and interpret data from simple chance experiments.

AT: Adding, subtracting and partitioning numbers
Test: short response
 Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.
 Investigating positions on maps.

AT: Time
Test: short response
 Students solve problems involving telling time to the nearest minute.

MT: Classifying numbers as odd or even and continuing number patterns
 Students identify odd and even numbers, justify why a number is odd or even, and identify, continue and describe number patterns.

AT: Money
Test: short response
 Students will represent money values in various ways and correctly count out change from financial transactions.

AT: Patterning and connecting addition and subtraction
Test: short response
 Students classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction.

AT: Measurement
Test: short response
 Students use metric units for length, mass and capacity

AT: Fraction models and multiplication
Test: short response
 Students represent multiplication, recall multiplication facts, solve problems using efficient strategies for multiplication and model and represent unit fractions.

AT: Shape, location and transformations
Test: short response/Project – modelling task
 Students match positions on maps with given information, make 3D models, identify symmetry and recognise angles in the environment.

MT: Chance and Data
 Observation/checklist

Refer to Data Plan for diagnostic / formative assessment

<p>Achievement Standard</p>	<p>By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness. Students use the properties of odd and even numbers. They recall multiplication facts to 10×10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.</p>			
	<p>Context</p>	<p>Students develop understandings of:</p> <p>Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks</p> <p>Fractions and decimals — communicate sequences of simple fractions</p> <p>Patterns and algebra — use properties of numbers to continue patterns</p> <p>Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths.</p> <p>Chance — compare dependent and independent events, describe probabilities of everyday events</p> <p>Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.</p> <p>Geometric reasoning — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle.</p> <p>Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams.</p>	<p>Students develop understandings of:</p> <p>Number and place value — recognise, read and represent 5-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation.</p> <p>Fractions and decimals — revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems in familiar contexts.</p> <p>Money and financial mathematics — read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies.</p> <p>Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams.</p> <p>Location and transformation — investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales.</p> <p>Geometric reasoning — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle.</p>	<p>Students develop understandings of:</p> <p>Number and place value — interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families., apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations.</p> <p>Fractions and decimals — partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals.</p> <p>Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change.</p> <p>Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities.</p> <p>Using units of measurement — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement.</p> <p>Shape — compare the areas of regular and irregular shapes using informal units of area measurement.</p> <p>Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs.</p>
<p>Assessment</p>	<p>AT: Number - recalling and using multiplication and division facts <i>Test: short response</i></p> <p>Students identify unknown quantities and solve problems using appropriate strategies for multiplication and division.</p> <p>AT: Identifying and explaining chance events <i>Test: short response</i></p> <p>Students identify dependent and independent events and explain the chance of everyday events occurring.</p> <p>MT: Understanding place value, fractions and operations</p> <p>Students demonstrate understanding of place value, operations and fractions.</p> <p><i>Refer to Data Plan for diagnostic / formative assessment.</i></p>	<p>AT: Number - using the properties of odd and even numbers <i>Test: short response</i></p> <p>Students use the relationships between the four operations and odd and even numbers. Students recall multiplication and division facts</p> <p>AT: Interpreting simple maps and identifying angles <i>Test: response to stimulus</i></p> <p>Students interpret information contained in simple maps and classify angles in relation to a right angle.</p>	<p>AT: Number - recognising and locating fractions <i>Test: short response</i></p> <p>Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.</p> <p>AT: Comparing area and using measurement <i>Test: short response</i></p> <p>Students compare areas of regular and irregular shapes using informal units. Students use scaled instruments to measure temperature, mass, capacity and length.</p>	<p>AT: Number - Connecting Decimals and Fractions <i>Test: short response</i></p> <p>Students demonstrate and explain the connections between fractions and decimals to hundredths.</p> <p>AT: Analysing Data <i>Test: short response</i></p> <p>Students define the different methods for data collection and representation, evaluate their effectiveness and construct data displays from given or collected data.</p> <p>AT: Number - Solving purchasing problems <i>Test: response to stimulus</i></p> <p>Students solve simple purchasing problems including the calculation of change.</p>

Achievement Standard

By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry.

Students interpret different data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

Content

Students develop understandings of:

- **Number and place value** - make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, use rounding and estimating of whole numbers, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction. Round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems, make generalisations.
- **Fractions and decimals** - use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions using a range of representations and solve problems using unit fractions. Add and subtract simple fractions with the same denominator.
- **Data representation and interpretation** - build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data
- **Chance** - identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game.
- **Using units of measurement** - investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles.

Students develop understandings of:

- **Number and place value** - round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples.
- **Fractions and decimals** - make connections between fractional numbers and the place value system, and represent, compare and order decimals
- **Location and transformation** - investigate and create reflection, translation and rotation symmetry; describe and create transformations using symmetry, transform shapes through enlargement and describe the feature of transformed shapes.
- **Shape** - apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations.
- **Geometric reasoning** - identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles.
- **Patterns and algebra** - create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities.
- **Data representation and interpretation** - explore methods of data representations to construct and interpret data displays, reason with data.

Students develop understandings of:

- **Money and financial mathematics** - investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.
- **Location and transformation** - explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes.
- **Number and place value** - round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems.
- **Number and place value** — adds and subtracts using mental and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders
- **Using units of measurement** — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, finds perimeter, problem solves and reasons when applying measurement to answer a question
- **Fractions and decimals** — makes connections between fractions and decimals, compares and orders decimals
- **Patterns and algebra** — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division
- **Geometric reasoning** - estimate and measure angles, construct angles using a protractor

Students develop understandings of:

- **Chance** - order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments
- **Data representation and interpretation** - design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret data to draw a conclusion
- **Using units of measurement** - read and represent 24-hour time, convert between 12- and 24-hour time
- **Number and place value** - apply mental and written strategies to solve addition, subtraction, multiplication and division problems, apply computation skills, use estimation and rounding to check reasonableness, identify and use factors and multiples.
- **Money and financial mathematics** - create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions
- **Location and transformation** - use a grid to describe locations on maps, describe positions using landmarks and directional language
- **Fractions and decimals** - apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond.

Assessment

AT: Number - fractions
Test: short response
 Students locate, represent, compare and order fractions and add and subtract fractions with the same denominator.

AT: Digging into Data
Test: short response
 Students classify and interpret data and pose questions to gather data.

Refer to Data Plan for diagnostic / formative assessment.

AT: Number - multiplicative reasoning
Test: short response
 Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding.

AT: Number - solving operations
Test: short response
 Students use simple strategies to reason and solve operations.

AT: Generation geometry
Test: short response
 Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representations (Part A). Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry (Part B).

AT: Number - continuing patterns
Test: short response
 Students continue patterns by adding and subtracting whole numbers, fractions and decimals and find unknown quantities.

AT: Number - calculating with money
Test: short response
 Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.

AT: Calculating Measurements
Test: short response
 Students choose appropriate units of measurement for length, area, volume, capacity and mass. Students calculate perimeter and area of rectangles.

AT: Number - factors and multiples
Test: short response
 Students identify and describe factors and multiples of whole numbers.

AT: Number - delivering decimals
Test: short response
 Students represent, locate and order decimals to and beyond hundredths.

AT: What is the chance of that?
Test: short response
 Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.

AT: Time
Test: short response
 Students convert between 12- and 24-hour time.

MATHS		Term 1	Term 2	Term 3	Term 4
YEAR SIX	Achievement Standard	By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.			
	Content	<p>Students develop understandings of:</p> <p>Number and place value - Identify and describe properties of prime and composite numbers, select and apply efficient mental and written strategies to problems involving all four operations.</p> <p>Fractions and decimals - Order and compare fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages.</p> <p>Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables.</p> <p>Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.</p> <p>Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays and identify the purpose and use of different displays and identify the difference between categorical and numerical data.</p> <p>Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.</p>	<p>Students develop understandings of:</p> <p>Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations.</p> <p>Number and place value - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers.</p> <p>Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.</p> <p>Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line.</p> <p>Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids.</p> <p>Using units of measurement - make connections between volume and capacity.</p>	<p>Students develop understandings of:</p> <p>Money and financial mathematics - connect decimals, fractions and percentage, calculate percentages, calculate discounts of 10%, 25% and 50% on sale items</p> <p>Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers</p> <p>Location and transformation - identify the four quadrants on a Cartesian plane, plot and read points in all four quadrants, describe combinations of translations, reflections and rotations.</p> <p>Fractions and decimals - add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, divide numbers that result in decimal remainders and solve problems involving fractions and decimals</p> <p>Using units of measurement - connect decimals to the metric system, convert between units of measure, solve problems involving length and area and connect volume and capacity</p> <p>Patterns and algebra - continue and create sequences involving whole numbers, fractions and decimals, describe the rule used to create the sequence and apply the order of operations to assist calculations.</p>	<p>Students develop understandings of:</p> <p>Chance - conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies.</p> <p>Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading</p> <p>Patterns and algebra and Number and place value - write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm.</p> <p>Fractions and decimals - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options</p> <p>Geometric reasoning - measure angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts</p> <p>Location and transformation - apply translations, reflections and rotations to create symmetrical shapes.</p>
	Assessment	<p>AT: Data decoder <i>Test: short response</i> Students interpret, compare and analyse data displays to make reasoned decisions.</p> <p>AT: Rodeo round-up <i>Test: response to stimulus</i> Students interpret and use timetables and cost information to determine a travel schedule.</p> <p><i>Refer to Data Plan for diagnostic / formative assessment</i></p>	<p>AT: Number - order of operations <i>Test: short response</i> Students write and apply the correct use of brackets and order of operations in number sentences.</p> <p>AT: Investigating angles <i>Test: short response</i> Students solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.</p> <p>MT: Number - below zero Students describe integers in everyday contexts</p> <p>MT: Investigating Area <i>Project - problem solving investigation</i> Students use simple strategies to solve a measurement inquiry question.</p>	<p>AT: Number - properties and percentage discounts <i>Test: short response</i> Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication and calculate common percentage discounts on sale items and connect fractions, decimals and percentages as different representations of the same number.</p> <p>AT: Integers, cartesian planes and transformations <i>Test: short response</i> Students describe the use of integers in everyday contexts, locate integers on a number line, locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.</p> <p>AT: Number - fractions and decimals <i>Test: short response</i> Students solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity, and describe rules for sequences involving fractions and decimals. They perform calculation on decimals including multiplying and dividing by powers of 10.</p>	<p>AT: Is the game "Dice difference" fair? <i>Test: response to stimulus</i> Students write probabilities as fractions, decimals and percentages and compare observed and expected frequencies.</p> <p>MT: Location and transformation: Creating a logo or crest Students describe combinations of transformations.</p> <p>MT: Uncle Charles' Dilemma Students explore patterns and sequences.</p>

AUSTRALIAN CURRICULUM: SCIENCE P– 6 teaching and learning unit overview



SCIENCE		Term 1	Term 2	Term 3	Term 4
PREP	Achievement Standard	<p>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.</p> <p>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.</p>			
	Context		<p>Our living world</p> <p>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 will share their observations with others and represent their observations in provided templates. With guidance, they will identify patterns in their groupings.</p> <p>INCURSION: Wild Rangers</p>	<p>Our material world</p> <p>Students are provided with opportunities to examine familiar objects using their senses. Through exploration, investigation and discussion, language is focused to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making in everyday life.</p> <p>INCURSION: What's it Made From?</p>	<p>Move it, move it</p> <p>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.</p> <p>INCURSION: How Things Move</p>
	Monitoring Strategies		<p>MS: Our living world <i>Observation - collection of work</i></p> <p>Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions.</p>	<p>MS: Making a wind ornament <i>Experimental Investigation – project</i></p> <p>Students describe the observable properties of materials from which an object is made. They ask and respond to questions and share and reflect on observations.</p>	<p>MS: Investigating movement <i>Checklist - collection of work</i></p> <p>Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p>

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR ONE	Achievement Standard	<p>By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.</p> <p>Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.</p>			
	Context	<p>Material madness</p> <p>Students investigate and describe physical changes that can be made to familiar materials. They modify an existing material by making physical changes for a given purpose and conduct a guided investigation to test their modifications.</p> <p>Links with Design Technology Sem 1</p>	<p>Changes around me</p> <p>Students will compare and describe the changes that occur in the features of the day sky and landscape with the night sky and landscape. Students organise observations and make inferences to link the observable changes to everyday life and the effect on living things.</p> <p>INCURSION: Star Lab</p>	<p>Exploring light and sound</p> <p>Students explore sources of light and sound and the senses used to observe them. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are used in everyday life and by a variety of cultures. They make predictions; share ideas and sort information about light and sound and represent and communicate their understandings in a variety of ways.</p>	<p>Living adventure</p> <p>Students make links between external features of living things and the environment where they are found. They explore a range of habitats, and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.</p> <p>EXCURSION: Lone Pine Sanctuary Links with HASS Term 4</p>
	Assessment	<p>AT: Rocking the boat <i>Experimental investigation</i></p> <p>Students describe the effects of physically changing a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.</p>	<p>AT: Exploring sky and land <i>Test: short response</i></p> <p>Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment. They respond to questions and sort and share observations.</p>	<p>AT: Investigating light and sound <i>Experimental investigation</i></p> <p>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.</p>	<p>AT: Describing a habitat <i>Test: short response</i></p> <p>Students describe changes in their local environment and how different places meet the needs of living things. They respond to questions, make predictions and share their observations with others.</p>

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR TWO	Achievement Standard	<p>By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.</p> <p>Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.</p>			
	Context	<p>Good to grow</p> <p>Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p>	<p>Toy Factory</p> <p>Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>	<p>Mix, make and use</p> <p>Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p>	<p>Save planet Earth</p> <p>Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p> <p>EXCURSION : Bunyaville Environmental Ed Centre</p>
	Assessment	<p>AT: Exploring growth Investigation</p> <p>Students describe and represent the changes to a living thing in its life stages. Students compare the life stages of two different living things.</p>	<p>AT: Designing a toy Experimental investigation</p> <p>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.</p>	<p>AT: Combining materials for a purpose Experimental Investigation</p> <p>Students investigate the combination of materials used to make an object for a particular purpose. Students record and represent observations and communicate ideas.</p>	<p>AT: Using Earth's resources Investigation – multimodal report</p> <p>Students identify different uses of one of Earth's resources and describe ways to conserve it. Students use informal measurements to make observations.</p>

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR THREE	Achievement Standard	<p>By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.</p> <p>Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.</p>			
	Context	<p>Is it living?</p> <p>Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.</p> <p>Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p>	<p>Spinning Earth</p> <p>Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.</p> <p>EXCURSION: Planetarium</p>	<p>Hot stuff</p> <p>Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.</p> <p>INCURSION: Street Science Incursion</p> <p>Links with Design Technology- Solar Oven</p>	<p>What's the matter?</p> <p>Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.</p> <p>Links with Design Tech- Solar Oven</p>
	Assessment	<p>AT: Investigating living things <i>Test – response to stimulus</i></p> <p>Students group living things based on observable features and distinguish them from non-living things.</p>	<p>AT: Investigating the sun, Earth and us <i>Test – short response items</i></p> <p>Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas.</p>	<p>AT: Understanding heat <i>Test/Experimental investigation</i></p> <p>Students conduct an investigation into the behaviour of heat to explain everyday observations. They describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.</p>	<p>AT: Investigating solids and liquids <i>Test/Experimental investigation</i></p> <p>Students conduct an investigation about solids and liquids changing state when heat is added or taken away. They make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p>

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR FOUR	Achievement Standard	<p>By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions.</p> <p>Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.</p>			
	Context	<p>Material Use</p> <p>Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.</p>	<p>Ready, set, grow!</p> <p>Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. Students identify when science is used to understand the effect of their own and others' actions.</p> <p>EXCURSION: Moreton Bay</p>	<p>Fast forces</p> <p>Students will use games to investigate and demonstrate how forces affect objects through contact and non-contact forces. They will use their knowledge of forces to make predictions about games. Games will be completed safely in order to collect data so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.</p>	<p>Here today gone tomorrow - erosion</p> <p>Students explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.</p>
	Assessment	<p>AT: Investigating properties affecting the use of ochre <i>Experimental investigation</i></p> <p>Students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.</p>	<p>AT: Mapping life cycles and relationships <i>Investigation – research report</i></p> <p>Students understand how relationships of living things impact on their life cycle. Students describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p>	<p>AT: Investigating contact and non-contact forces <i>Test – short response and experimental investigation</i></p> <p>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 identify when science is used to understand the effect of their actions.</p>	<p>AT: Investigating soil erosion <i>Test – response to stimulus/ Experimental investigation</i></p> <p>Students describe the natural processes and human activity that cause changes to Earth's surface. Students plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.</p>

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR FIVE	Achievement Standard	<p>By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.</p> <p>Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.</p>			
	Context	<p>Survival in the Environment</p> <p>Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.</p>	<p>Our place in the solar system</p> <p>Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students pose questions and plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</p>	<p>Now you see it</p> <p>Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p>	<p>Matter matters</p> <p>Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.</p>
	Assessment	<p>AT: Investigate animals in extreme environments <i>Investigation – multimodal report</i></p> <p>Students analyse how the form of living things enables them to function in their environments. Students use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.</p>	<p>AT: Exploring the solar system <i>Investigation - multi-modal presentation</i></p> <p>Students describe key features of the solar system. Students describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.</p>	<p>AT: Explaining the transfer of light <i>Test: short response</i></p> <p>Students describe and apply knowledge of everyday phenomena associated with the transfer of light. Students describe how scientific developments have affected people's lives and help us solve problems.</p>	<p>AT: Exploring solids, liquids and gases <i>Experimental investigation</i></p> <p>Students plan, predict and conduct a fair investigation to explain physical properties of solids, liquids and gases.</p> <p>Students describe ways to improve the fairness of their investigation and communicate ideas and findings.</p>

SCIENCE		Term 1	Term 2	Term 3	Term 4
YEAR SIX	Achievement Standard	<p>By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.</p> <p>Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.</p>			
	Context	<p>Making changes</p> <p>Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.</p>	<p>Energy and electricity</p> <p>Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.</p> <p>Links with Design Technologies Semester 2</p>	<p>Life on Earth</p> <p>Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.</p>	<p>Our changing world</p> <p>Students explore how sudden geological and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how prediction regarding the course of tropical cyclones can be improved by gathering data.</p>
	Assessment	<p>AT: Testing change: Reversible or irreversible? <i>Experimental investigation</i></p> <p>Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.</p>	<p>AT: Exploring energy and electricity <i>Test – practical exercise and extended response</i></p> <p>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 explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>	<p>AT: Investigating mouldy bread <i>Experimental investigation</i></p> <p>Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. Students collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.</p>	<p>AT: Natural events and change <i>Test – response to stimulus</i></p> <p>Students explain how natural events cause rapid changes to the Earth's surface, identify contributions to the development of science by people from a range of cultures, and identify how research can improve data.</p>



HASS		Semester 1– My family history	Semester 2 – My special places
PREP	Achievement Standard	<p>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.</p> <p>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.</p>	
	Context	<p>Inquiry question:</p> <ul style="list-style-type: none"> What is my history and how do I know? <p>In this unit, students:</p> <ul style="list-style-type: none"> 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 	<p>Inquiry question:</p> <ul style="list-style-type: none"> What are places like and what makes them special? <p>In this unit, students:</p> <ul style="list-style-type: none"> 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	<p>MS: My family history <i>Observed demonstration - Collection of Work</i></p> <p>Students explore important events celebrated in their lives.</p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> 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. 	<p>MS: My special places <i>Observed demonstration - Collection of Work</i></p> <p>Students identify, represent and describe the features of familiar places, and suggest ways to care for these places.</p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> 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	Term 2	Term 3 - My changing life	Term 4- My changing world
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			<p>Inquiry questions:</p> <ul style="list-style-type: none"> How has my family and daily life changed over time? <p>In this unit, students:</p> <ul style="list-style-type: none"> 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. 	<p>Inquiry questions:</p> <ul style="list-style-type: none"> What are the features of my local places and how have they changed? <p>In this unit, students:</p> <ul style="list-style-type: none"> 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. <p>Link with Science Term 4 (Living Things)</p> <p>EXCURSION: Lone Pine Sanctuary</p>
	Assessment			<p>AT: My changing life <i>Collection of samples: Test - short response and response to stimulus</i></p> <p>Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Assessment task — My changing world <i>Collection of samples: Test - short response / Project – excursion observations</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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	<p>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.</p> <p>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.</p>			
	Context	<p>Inquiry question:</p> <ul style="list-style-type: none"> How are people connected to their place and other places? <p>In this unit, students:</p> <ul style="list-style-type: none"> 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. 	<p>Inquiry questions:</p> <ul style="list-style-type: none"> What aspects of the past can you see today and what do they tell us? <p>In this unit, students:</p> <ul style="list-style-type: none"> 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. <p>EXCURSION: Caboolture Historical Village</p>		
	Assessment	<p>AT: Present connections to places <i>Collection of samples: Test – short response and response to stimulus</i></p> <p>Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Impacts of technology over time <i>Collection of samples: Project – interview, Venn, excursion observations</i></p> <p>Students interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people's lives over time.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 		

Term 1 – Celebrations and Commemorations	Term 2 – Our Community Past and Present	Term 3 – Australia and its Neighbours	Term 4 – Rules and Laws
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YEAR THREE	Achievement Standard	<p>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.</p> <p>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.</p>			
	Context	<p>Inquiry question: <i>How do people contribute to their communities?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> 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. 	<p>Inquiry question: <i>How has our community changed over time?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> 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 	<p>Inquiry question: <i>How and why are places similar or different?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> 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. 	<p>Inquiry question: <i>How do rules and laws help our community?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> 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	<p>AT: Contributing through Community Celebration Investigation</p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> pose questions and locate 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 celebrations explain how and why people participate in and contribute to their communities communicate findings in written forms using simple discipline-specific terms. 	<p>AT: Our School Past and Present Test - short response</p> <p>Students will identify how the local area has changed over time.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use information from different sources to identify how the local area has changed over time and to sequence these changes in chronological order 	<p>AT: Australia's Neighbours Test – short response / Investigation</p> <p>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 and explain the differences/similarities.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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 	<p>AT: Rules and Laws Test - short response</p> <p>Students will use their understanding of democratic decision-making and rules to propose a rule change.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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	<p>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.</p> <p>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.</p>	
	Context	<p>Inquiry questions: <i>What were the short- and long-term effects of European settlement?</i></p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • 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 • 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 by the British • 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 <i>terra nullius</i>. 	<p>Inquiry questions: <i>How can people use environments more sustainably?</i></p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • 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 and people • 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. <p>Link with Digital Technologies Semester 1</p>
	Assessment	<p>AT: European exploration and settlement <i>Test – short responses</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • 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 and detect points of view • 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 in a range of communication forms. 	<p>AT: Sustainable use of places <i>Test – response to stimulus</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • pose questions to guide an investigation • locate and collect information and data from different sources, including observations, to answer questions • 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.

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	<p>Inquiry question: <i>How do people and environments influence one another?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> 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. 	<p>Unit 2-Knowledge and Understanding</p> <p>Inquiry questions: <i>How are people and environments managed in Australian communities?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> 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. <p>Unit 5 - Knowledge and Understanding</p> <p>Inquiry questions: <i>What is the relationship between environments and my role as a consumer?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> 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 personal consumer and financial choices. <p>EXCURSION: Gold Rush</p>	<p>Inquiry question: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> 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. 	<p>Inquiry questions: <i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> 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	<p>AT: People and the environment <i>Test - response to stimulus/extended response</i></p> <p>Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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 components of 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, using basic conventions present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. 	<p>AT: Managing Australian communities <i>Test – short response/response to stimulus</i></p> <p>Students identify how the people's resourcing needs and wants regarding environmental issues are managed in Australian communities.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Communities in Colonial Australia (1800s) <i>Test - short response/response to stimulus</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Participating in Australian communities <i>Test – short response</i></p> <p>Students investigate democratic values and processes in the school community.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify the importance of values and processes to Australia's democracy describe different views on how to respond to an issue or challenge identify different viewpoints generate alternative responses to an issue or challenge 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	<p>Inquiry questions: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i> In this unit, students:</p> <ul style="list-style-type: none"> 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. 	<p>Inquiry questions: <i>What does it mean to be an Australian citizen? How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i> In this unit, students:</p> <ul style="list-style-type: none"> 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. 	<p>Inquiry questions: <i>How do places, people and cultures differ across the world?</i> In this unit, students:</p> <ul style="list-style-type: none"> 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. 	<p>Inquiry questions: <i>How can resources be used to benefit individuals, the community and the environment?</i> In this unit, students:</p> <ul style="list-style-type: none"> 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	<p>AT: Australia in the past <i>Investigation – multimodal report</i> <i>Test – short response</i></p> <p>Students explain the significance of key people, events, institutions and processes to the development of the Australian nation.</p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Australians as citizens <i>Test – extended response</i></p> <p>Students investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past.</p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Australia in a diverse world/ Australia’s global connections <i>Test – short response/response to stimulus</i></p> <p>Students demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms.</p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Making decisions to benefit my community. <i>Test – short and extended response</i></p> <p>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:</p> <ul style="list-style-type: none"> 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.



HEALTH		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	<p>Me and My Family</p> <p>In this unit students explore information about what makes them unique and the people in their world.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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 <p>RRE: Personal and social awareness</p> <ul style="list-style-type: none"> personal strength <p>Links to HASS: My Family History</p>	<p>Being Healthy</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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 practise respectful interactions when participating in active games identify who helps them keep healthy and active. 	<p>Emotions and Positive Interactions</p> <p>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</p> <p>Students will:</p> <ul style="list-style-type: none"> explore different ways of communicating emotions including facial, physical and verbal expressions understand how emotional responses may differ between people and in different situations understand the personal and social skills that can be used to interact with others practise working cooperatively and including others in group situations <p>RRE: Respectful Interactions</p> <ul style="list-style-type: none"> interacting positively with others including others 	<p>Being Safe</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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 <p>RRE: Protective Behaviours</p> <ul style="list-style-type: none"> body privacy help seeking from trusted friends <p>This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum</p>	
	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 recognise how they are growing and changing and describe actions that help them be healthy, safe 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
Type of Text		Explanation	Drawing	Explanation	Explanation	
Mode	spoken, visual	spoken, visual	spoken	Spoken, role-play		

HEALTH		Term 1	Term 2	Term 3	Term 4
YEAR ONE	Achievement Standard	<p>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.</p> <p>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</p>			
	Context	<p>A little independence</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> describe changes that occur as individuals grow older describe how family and community acknowledge changes recognise similarities and differences in individuals identify factors that influence personal identities discuss how differences and similarities are celebrated and respected <p>RRE: Personal and Social Awareness</p> <ul style="list-style-type: none"> changing and responsibility 	<p>Good choices, healthy me</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> understand the meaning of being healthy recognise situations and opportunities to promote health. understand the relationship between personal actions and being healthy identify and explain actions related to health messages recognise situations and opportunities to promote healthy choices explore actions that help make their classroom a healthy and active place identify and explore natural and built environments in their local community where physical activity can take place consider health messages when making health decisions and selecting healthy actions recognise situations and opportunities to make healthy decisions understand how to use the decision-making steps to make healthy choices. 	<p>We all belong</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> examine similarities and differences recognise how differences contribute to identity understand different ways to demonstrate respect understand how emotional responses influence their own and others' feelings explore ways to help themselves and others feel they belong practise strategies to be friendly and include others <p>RRE: Respectful interactions</p> <ul style="list-style-type: none"> friendship, inclusion and belonging 	<p>My safety, my responsibilities</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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 <p>RRE: Protective behaviours</p> <ul style="list-style-type: none"> help seeking and reporting <p>This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum</p> <p>INCURSION: Fire Department visit</p>
	Assessment	<p>AT: A Little Independence <i>Project – folio</i></p> <p>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.</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe changes that occur as they grow older recognise diversity and how it contributes to identities 	<p>AT: Good Choices Healthy Me <i>Project – folio (Short answer questions)</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> examine messages related to health decisions and describe actions that help keep themselves and others healthy 	<p>AT: We all belong <i>Project – folio</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise diversity and how it contributes to identities recognise how emotional responses impact on other's feelings 	<p>AT: My safety, my responsibilities <i>Project – folio</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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	<p>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.</p> <p>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</p>			
	Context	<p>My classroom is healthy, safe and fun</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> understand what health means understand what makes the classroom a healthy and safe environment understand the actions that can be taken to keep themselves and others healthy and safe in the classroom <p>RRE: Protective behaviours</p> <ul style="list-style-type: none"> speaking up about body safety 	<p>Our culture</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> recognise the influences that shape personal, family and classroom identities examine how different characteristics make people, families and classrooms unique recognise similarities and differences between individuals and within a group identify the feelings people experience when included in groups and excluded from groups understand how similarities, differences and changes are celebrated by different people recognise ways to show respect towards others' similarities and differences <p>RRE: Personal and social awareness</p> <ul style="list-style-type: none"> emotional responses 	<p>Stay safe</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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 <p>RRE: Respectful Interactions</p> <ul style="list-style-type: none"> gender respect <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum</p>	<p>Message targets</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> understand advertising techniques and the purpose of advertising interpret health messages and how they influence people's decisions and behaviours understand how advertisements are used to promote healthy behaviours recognise how to make decisions that promote their own health and wellbeing use their knowledge of advertising and health messages to create a health promoting poster.
	Assessment	<p>AT: My classroom is healthy, safe and fun <i>Project – folio</i></p> <p>Students will answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe actions that help keep themselves and others healthy and safe select and apply strategies to keep themselves and others healthy and safe. 	<p>AT: Our culture <i>Investigation - research project</i></p> <p>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:</p> <ul style="list-style-type: none"> recognise diversity and how it contributes to cultures 	<p>AT: Stay safe <i>Project – folio</i></p> <p>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</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Message targets <i>Project – folio</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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	<p>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.</p> <p>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.</p>			
	Context	<p>Good friends</p> <p>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 as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore a range of emotions and factors that influence and strengthen self-identity understand the basis of friendships examine the benefits of positive social interaction. understand what constitutes a respectful relationship explore roles and responsibilities within respectful friendships examine how to communicate effectively with friends Reflect on emotional responses associated with conflict investigate a range of strategies to resolve conflict and increase resilience recognise that friendships continue to evolve and change over time investigate strategies for managing changes in friendships <p>RRE: Respectful interactions</p> <ul style="list-style-type: none"> upholding human rights 	<p>Healthy futures</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore sustainability practices that demonstrate respect for the environment make connections between sustainability and personal health investigate sustainable practices in the classroom explore the similarities between community, classroom and school sustainable practices discuss how being outdoors supports the different dimensions of health participate in a range of outdoor activities with other students. 	<p>Feeling Safe</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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 understand how emotional responses vary in depth and strength in different situations investigate strategies to reduce bullying and promote positive interaction including cyber safety investigate the effects of risk-taking behaviour including cyber safety understand the concept of culture examine their school culture and determine how they contribute towards a positive school culture <p>RRE: Protective behaviours</p> <ul style="list-style-type: none"> positive coping strategies in gendered situations 	<p>I am healthy and active</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> examine different types of physical activity and the benefits to health and wellbeing explore strategies to stay healthy and active examine the concept of sedentary behaviour and how to reduce inactivity investigate strategies to increase physical activity levels and improve health and wellbeing examine how personal identities can be strengthened in challenging situations participate in games and physical activities to experience health and wellbeing benefits. <p>RRE: Personal and Social Awareness</p> <ul style="list-style-type: none"> gender stereotypes, choices and behaviours
	Assessment	<p>AT: Good Friends</p> <p><i>Test - short answer</i></p> <p>Students respond to a case study and a series of activities about changes and making new friends.</p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Healthy Futures</p> <p><i>Test - short answer</i></p> <p>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:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Feeling Safe</p> <p><i>Test - short answer and Investigation – poster</i></p> <p>Students respond to a stimulus to investigate how emotional responses vary and understand how to interact positively with others. They select and demonstrate strategies to help them stay safe.</p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> understand how to interact positively with others investigate how emotional responses vary. use decision making and problem-solving skills to select and demonstrate strategies that help them stay safe. 	<p>AT: I am Healthy and Active</p> <p><i>Test - short answer</i></p> <p>Students examine strategies to achieve healthy and active strategies and a read case study to assist the characters to apply these strategies to their activity routine.</p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> understand the benefits of being fit and physically active use decision-making and 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	<p>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.</p> <p>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.</p>			
	Context	<p>Netiquette and online protocols</p> <p>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 that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources available locally to support their safety.</p> <p>Students will:</p> <ul style="list-style-type: none"> examine the need to balance the time spent using electronic devices and playing outdoors recognise the health benefits and risks of interacting in online communities examine how personal information is used and shared online review websites and interpret health messages about cybersafety explore how their online behaviours and actions affect their digital footprint examine different types of communication they use on the internet and how to display good manners towards others. <p>RRE: Protective Behaviours</p> <ul style="list-style-type: none"> help seeking in gendered situations <p>This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum</p>	<p>Culture in Australia – Positive interactions</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore how cultures are similar and different investigate own heritage and culture understand how meeting challenges and coping with failure contribute to success identify relationships and roles that contribute to their identity understand that feelings can be communicated in different ways explore how emotional responses vary between cultures and individuals investigate ways to demonstrate respect and empathy identify varying emotional responses to situations. <p>RRE: Respectful interactions</p> <ul style="list-style-type: none"> challenging gender stereotypes 	<p>Making healthy choices</p> <p>In this unit students will identify strategies to keep healthy and improve fitness. They will explore the <i>Australian Guide to Healthy Eating</i> 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.</p> <p>Students will:</p> <ul style="list-style-type: none"> review what is meant by being healthy identify strategies that help keep people healthy and well identify the five food groups. understand the health benefits of food understand the benefits of healthy food choices recognise strategies that assist in making healthy food choices explore healthy breakfast choices understand how health messages influence choices promote healthy food/meal choices. 	<p>Health channels</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify and interpret health messages assess the accuracy of health messages from different sources investigate the methods used to sell products and how they influence people's choices recognise how health messages in the media can change over time identify information sources and strategies to use when making decisions about their health. <p>Link with English Unit- Persuasive writing</p> <p>RRE: Personal and social awareness</p> <ul style="list-style-type: none"> impact of gender expectations-social expectations
	Assessment	<p>AT: Netiquette and online protocols <i>Project – folio</i></p> <p>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.</p>	<p>AT: Culture in Australia – Positive interactions <i>Project - folio</i></p> <p>Students identify how heritage and culture influence identity. They demonstrate communication skills and strategies for working cooperatively during and observe varying emotional responses.</p>	<p>AT: Making healthy choices <i>Test – short response/response to stimulus</i></p> <p>Students analyse breakfast food products to create a breakfast food plan that is suitable for students engaging in a physical activity.</p>	<p>AT: Health channels <i>Test – short response</i></p> <p>Students identify health messages in product advertisements. They apply decision-making skills in relation to a health message for a product.</p>

HEALTH		Term 1	Term 2	Term 3	Term 4
YEAR FIVE	Achievement Standard	<p>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.</p> <p>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.</p>			
	Context	<p>Emotional interactions</p> <p>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 their and others behaviours through discussion and brainstorming activities. They investigate how feelings, emotions and mood can affect their own and others behaviours and responses. Students develop an understanding of different points of view and how differing opinions can influence relationships and friendships. They develop an understanding of bullying and harassment and who to go to for help if they are a victim or witness such behaviours. Finally, students discuss their overall emotional health, safety and wellbeing.</p> <p>Students will:</p> <ul style="list-style-type: none"> understand what a relationship is understand the different types of relationships that exist in society examine the factors that influence our behaviour on a daily basis examine different points of view and opinions identify positive and negative interactions amongst their peers and their friendship groups, including cyber safety understand how some negative interactions may lead to bullying and harassment 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 <p>RRE: Protective behaviours</p> <ul style="list-style-type: none"> recognise, respond, report - safety in offline contexts <p>This unit has been developed to incorporate sections of the Daniel Morecombe Child Safety Curriculum</p>	<p>Healthy habits</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> understand the meaning of preventative health examine the role that preventative health has in maintaining health and wellbeing. explore a range of community resources and strategies aimed at supporting health and wellbeing. investigate healthy habits and strategies that promote and maintain health and wellbeing. <p>Link with Design Technologies - Harvesting good health</p>	<p>Multicultural Australia/</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore factors that influence personal and cultural identity. explore the changes in lifestyle and cultural identity in Australia. recognise how food choices reflect cultural identity in Australia. 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 <p>RRE: Personal and social awareness</p> <ul style="list-style-type: none"> valuing diversity 	<p>Growing up</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine how identities are developed and change from pre-teen years into adolescence Examine developmental changes that occur during pre-teen years Investigate strategies and resources available to manage the changes associated with growing up and puberty. <p>RRE: Respectful interactions</p> <ul style="list-style-type: none"> power in peer, family and community relations
	Assessment	<p>AT: Emotional interactions <i>Test – short response</i></p> <p>Students will respond to a series of questions and scenarios about emotional responses and interactions with others.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Healthy habits <i>Investigation – report</i></p> <p>Students complete an informative written response. They 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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Multicultural Australia <i>Project – folio</i></p> <p>Students complete tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> examine the changing nature of cultural identities examine how physical activity supports community wellbeing. 	<p>AT: Growing Up <i>Project – folio (PowerPoint)</i></p> <p>Students investigate developmental changes and transitions associated with growing up.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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	<p>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.</p> <p>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.</p>			
	Context	<p>Let's all be active</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> review their physical activity choices and reasons for participation. explore different physical activities including those from Aboriginal and Torres Strait Islander people's and Asian cultures. discuss selected findings about physical activity participation for young Australians. determine methods to gather and record information on physical activity participation. discuss how food choices support participation in physical activity. identify the benefits of participating in physical activity for all the dimensions of health. discuss how physical activity creates connections to the natural environment. review information on physical activity. consider factors that contribute to the creation of a physical activity. investigate technologies that support physical activity. 	<p>Who influences me?</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> investigate membership of groups explore how personal qualities shape identity examine how personal identity changes over time understand the meaning of the terms celebrity, hero and role model investigate the influence of celebrities, heroes and role models on identity explore different health messages and how they are communicated investigate the use and influence of high-profile people as health messengers explore different influences on personal choices 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 <p>RRE: Protective behaviours</p> <ul style="list-style-type: none"> recognise, respond, report safety in online contexts 	<p>What am I drinking?</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> understand how drink choices affect health and wellbeing examine drink labels and consider drink alternatives understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities. <p>RRE: Personal and social awareness</p> <ul style="list-style-type: none"> influences on personal identity 	<p>Transitioning to High School</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the feelings and emotions associated with new situations and coping with change discuss the knowledge and skills that help people adapt to new situations reflect on the way they adapt to change examine how communication skills support positive relationships explore the similarities and differences between primary and secondary school examine how students experience diversity during their transition to secondary school discuss how diversity has positive influences on individuals and communities <p>RRE: Respectful interactions</p> <ul style="list-style-type: none"> conflict management
	Assessment	<p>AT: Let's all Be Active <i>Investigation – poster</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Who Influences me? <i>Investigation – advertisement</i></p> <p>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:</p> <ul style="list-style-type: none"> 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. 	<p>AT: What am I Drinking? <i>Test – short response</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Transitioning <i>Test – short response</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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.

AUSTRALIAN CURRICULUM: HPE (Physical Education) P– 6 teaching and learning unit overview



PHYSICAL ACTIVITY		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	<p>Perceptual Motor Program In this unit, students will develop jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will:</p> <ul style="list-style-type: none"> develop balance fundamental movement skills explore crawling patterns develop sequencing spatial and body awareness coordination and motor planning <p>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:</p> <ul style="list-style-type: none"> explore movement and examine the rules and procedures required for successful participation in physical activity. develop and perform the fundamental movement skills of running, jumping, hopping and galloping and apply them in simple activities and games. examine how to solve a movement challenge by testing and trialling possible solutions. apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges. 	<p>Perceptual Motor Program In this unit, students will develop jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will:</p> <ul style="list-style-type: none"> develop balance fundamental movement skills explore crawling patterns develop sequencing spatial and body awareness coordination and motor planning <p>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:</p> <ul style="list-style-type: none"> explore rules and safe practices for moving safely and using balls in physical activities explore the personal and social skills needed to cooperate with others in physical activities develop fundamental movement skills to direct and receive objects test and evaluate possible solutions to movement challenges. apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges. 	<p>Perceptual Motor Program In this unit, students will develop jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will:</p> <ul style="list-style-type: none"> develop balance fundamental movement skills explore crawling patterns develop sequencing spatial and body awareness coordination and motor planning <p>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</p> <ul style="list-style-type: none"> participate in partner, small group and whole class games use personal and social skills to include others in games examine the principles of being a good team member develop hand eye coordination 	<p>Perceptual Motor Program In this unit, students will develop jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will:</p> <ul style="list-style-type: none"> develop balance fundamental movement skills explore crawling patterns develop sequencing spatial and body awareness coordination and motor planning <p>Water Awareness and Mobility In this unit students will explore movement in the water environment and safe practices. Students will</p> <ul style="list-style-type: none"> 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
		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.
		Technique	Observed demonstration – collection of work	Observed demonstration – collection of work	Observed demonstration – collection of work	Observed demonstration – collection of work
Type of Text		-	-	-	-	
Mode	Practical	Practical	Practical	Practical		

PHYSICAL ACTIVITY		Term 1	Term 2	Term 3	Term 4
YEAR ONE	Achievement Standard	<p>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.</p> <p>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.</p>			
	Context	<p>Perceptual Motor Program In this unit, students will consolidate jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will:</p> <ul style="list-style-type: none"> develop balance fundamental movement skills explore crawling patterns develop sequencing spatial and body awareness coordination and motor planning <p>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:</p> <ul style="list-style-type: none"> 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 	<p>Perceptual Motor Program In this unit, students will consolidate jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will:</p> <ul style="list-style-type: none"> develop balance fundamental movement skills explore crawling patterns develop sequencing spatial and body awareness coordination and motor planning <p>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:</p> <ul style="list-style-type: none"> demonstrate positive ways to interact with others apply rules required to participate fairly in physical activities, including simple games perform running and dodging fundamental movement skills test alternatives and solve movement challenges. 	<p>Perceptual Motor Program In this unit, students will consolidate jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will:</p> <ul style="list-style-type: none"> develop balance fundamental movement skills explore crawling patterns develop sequencing spatial and body awareness coordination and motor planning <p>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:</p> <ul style="list-style-type: none"> perform fundamental movement skills participate in games propose a range of alternatives and test their effectiveness when solving movement challenges. 	<p>Perceptual Motor Program In this unit, students will consolidate jumping, landing, rolling and balancing skills, climbing, laterality and motor planning. Students will:</p> <ul style="list-style-type: none"> develop balance fundamental movement skills explore crawling patterns develop sequencing spatial and body awareness coordination and motor planning <p>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:</p> <ul style="list-style-type: none"> perform activities of different intensity consolidate 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
	Assessment	<p><i>Practical</i></p> <p>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.</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate, with guidance, practices to keep them safe in different activities perform fundamental movement skills and solve movement challenges. 	<p><i>Practical</i></p> <p>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.</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate positive ways to interact with others demonstrate fundamental movement skills in different movement situations test alternatives to solve movement challenges. 	<p><i>Practical</i></p> <p>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.</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate fundamental movement skills in different movement situations test alternatives to solve movement challenges. 	<p><i>Practical</i></p> <p>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.</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate, with guidance, practices to keep them safe in different activities perform fundamental movement skills and solve movement challenges.

PHYSICAL ACTIVITY		Term 1	Term 2	Term 3	Term 4
YEAR TWO	Achievement Standard	<p>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.</p> <p>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.</p>			
	Context	<p>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:</p> <ul style="list-style-type: none"> 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. 	<p>Ropes and Rhymes (C2C Unit 3) In this unit students will perform long rope skipping sequences to rhymes. Students will:</p> <ul style="list-style-type: none"> develop skipping skills in a sequence perform skipping in response to rhymes 	<p>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:</p> <ul style="list-style-type: none"> 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. 	<p>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:</p> <ul style="list-style-type: none"> 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. explore head first entry – diving explore breaststroke kick.
	Assessment	<p><i>Practical</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate fundamental movement skills in different movement situations perform movement sequences that incorporate the elements of movement. 	<p><i>Practical</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform movement sequences that incorporate the elements of movement 	<p><i>Practical</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate positive ways to interact with others demonstrate fundamental movement skills in different movement situations test alternatives to solve movement challenges 	<p><i>Practical</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate fundamental movement skills in different movement situations perform movement sequences that incorporate the elements of movement.

**PHYSICAL
ACTIVITY**

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

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.

Take your marks, get set, play (C2C Unit 2)

In this unit, students will develop the fundamental movement skills of running, jumping and throwing.

- 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.

Bat, Catch, Howzat! (Adapted from C2C Unit 3- Having a Ball)

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:

- practise and refine fundamental movement, throwing and object control skills
- consider and combine the concepts and strategies when participating in various activities
- understand and apply rules
- use creative thinking to transfer and apply fundamental movement to new contexts and game situations.
- apply safety rules in a cricket environment.

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 finishes).

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.

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:

- 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 and strategies in different physical activities
- solve movement challenges.

PHYSICAL ACTIVITY		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	<p>Splash 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:</p> <ul style="list-style-type: none"> develop arm, leg and breathing movements to perform recognised swimming strokes understand how timing and effort affect movements and overall stroke performance refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge 	<p>Athletic Spectacle (C2C Unit 2) In this unit students will perform running, jumping and throwing sequences in authentic situations. Students will:</p> <ul style="list-style-type: none"> refine fundamental movement skills of running, throwing and jumping combine fundamental movement skills to form sequences apply the elements of movement to refine sequences development of ball games skills – tunnel, captain, leader apply sequences to perform athletic events. 	<p>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:</p> <ul style="list-style-type: none"> 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 situations. apply safety rules in a T-Ball environment. 	<p>Splash Splash In this context, students will practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke. Students will:</p> <ul style="list-style-type: none"> develop arm, leg and breathing movements to perform recognised swimming strokes understand how timing and effort affect movements and overall stroke performance refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge
	Assessment	<p><i>Practical</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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 	<p><i>Practical</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> develop and refine fundamental movement skills create and perform movement sequences using fundamental movement skills and the elements of movement 	<p><i>Practical</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 	<p><i>Practical</i></p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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

PHYSICAL ACTIVITY		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	<p>Junior Lifesaver</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> consolidate swimming strokes consolidate and demonstrate lifesaving skills of stride entry, treading water and rope rescue in different movement challenges perform freestyle, backstroke, breaststroke and survival backstroke. perform lifesaving skills and strategies to solve challenges in lifesaving scenarios. explore water related games (flipper ball) consolidate reach and throw rescue techniques develop contact and non-contact wade rescues 	<p>Faster, Stronger, Higher</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> refine fundamental movement skills of running, throwing and jumping combine fundamental movement skills to form sequences apply the elements of movement to refine sequences apply sequences to perform athletic events. 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. 	<p>UNITE (C2C Unit 4)</p> <p>Students work collaboratively and apply concepts of fair play while participating in various movement challenge activities. They use the “UNITE” process to work collaboratively to solve movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the UNITE process by participating in group challenges practise and develop the UNITE process in partner and group challenges. 	<p>Junior Lifesaver</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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	<p><i>Practical</i></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings.</p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes solve movement challenges. 	<p><i>Practical</i></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings.</p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> solve movement challenges. 	<p><i>Practical</i></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings.</p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate skills to work collaboratively and play fairly solve movement challenges. 	<p><i>Practical</i></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings.</p> <p>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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes solve movement challenges.

**PHYSICAL
ACTIVITY**

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 in order 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.

AUSTRALIAN CURRICULUM: Languages - Japanese Years 3 – 6 teaching and learning unit overview

JAPANESE		Term 1	Term 2	Term 3	Term 4
YEAR THREE	Achievement Standard	<p>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、ましよう、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、でしよう), 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).</p> <p>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.</p>			
	Context	<p>Self-Introduction In this unit, students explore language to introduce themselves. Students will:</p> <ul style="list-style-type: none"> • Introduce name • Introduce age • Introduce grade • State city/country of residence • State likes/dislikes • Setsubun Festival • Ohanami Cherry Blossom Viewing 	<p>Writing Systems In this unit, students explore writing systems in Japanese, in particular hiragana and katakana and use Japanese scripts to present written information about themselves.</p> <ul style="list-style-type: none"> • Basic 46 hiragana • Japanese writing systems • Self-introduction poster (written) • Sports vocabulary • Tsuyu (Rainy Season) • Kodomo no Hi (Children’s Day) 	<p>My place your place In this unit, students use language to explore the concept of housing in Japan and make connections with student’s own personal spaces within a home. Students will:</p> <ul style="list-style-type: none"> • share information about aspects of their personal spaces (such as their bedroom) • engage with a range of texts about housing in Japan • use a range of language to discuss and describe aspects of housing • analyse and understand the systems of language relating to pronunciation • participate in intercultural experiences to notice, compare and reflect on language and culture associated with Japanese homes. 	<p>What builds a good team? In this unit, students use language to explore the concept of teamwork through group activities. Students will:</p> <ul style="list-style-type: none"> • engage with a range of texts about team games played on sports days in Japan • use a range of language to participate appropriately in group activities involving teamwork • compare types of games and language used in games in Japan and Australia • analyse and understand the systems of language relating to script recognition • participate in intercultural experiences to reflect on language and culture associated with respect and teamwork in games.
	Assessment	<p>Oral presentation – Introduction of self Reading response – Short response Test 1 (kanji numbers/vocabulary)</p>	<p>Reading Response Short Response Test 2 Written Response – Self-introduction poster</p>	<p>Comprehension – Listen to room description Reading response – Short response Test 3 (hiragana/vocabulary)</p>	<p>Oral presentation – Small group kendama presentations Reading response – Short response Test 4 (hiragana/vocabulary)</p>

JAPANESE		Term 1	Term 2	Term 3	Term 4
YEAR FOUR	Achievement Standard	<p>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, いますか。 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、ましよう、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、でしよう), 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).</p> <p>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.</p>			
	Context	<p>Self-Introduction In this unit, students explore language to introduce themselves.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Introduce name • Introduce age • Introduce grade • State city/country of residence • State likes/dislikes • Kodomo no Hi (Children’s Day) • Tsuyu 	<p>Amazing places In this unit, students explore different regions in Japan and describe places in their own community.</p> <p>Students will:</p> <ul style="list-style-type: none"> • engage with a range of texts about different places around Japan • explore the geography of Japan in comparison to Australia • use a range of language to describe various places in their community • analyse and understand the systems of language relating to script recognition and Japanese sentence structure • participate in intercultural experiences to reflect on language and culture relating to descriptions of places within a community. 	<p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> • 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 Japanese and English-speaking cultures. 	<p>Out and About In this unit, students use language to explore the concept of community and everyday community interactions.</p> <p>Students will:</p> <ul style="list-style-type: none"> • 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	<p>Collection of work Modes assessed: Speaking</p>	<p>Composition Modes assessed: writing (letter)</p>	<p>Collection of work Modes assessed: Listening/reading Short Response Test: Comprehension</p>	<p>Collection of work Modes assessed: listening, analysing Short Response Test 4</p>

JAPANESE		Term 1	Term 2	Term 3	Term 4
YEAR FIVE	Achievement Standard	<p>By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as <i>まい日, ときどき</i>. 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 <i>そして, それか</i>. They show concern for and interest in others by making enquiries such as <i>だいじょうぶ?</i>, 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, <i>犬(いぬ), 小さい, 雨(あめ)</i>. 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, <i>やさしい 人</i> です。 . They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, <i>へ, で, を, が</i> and prepositions, for example, <i>の上(うえ)に</i>, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective <i>です</i>. noun <i>です/でした</i> and present/past/negative verb forms, for example, <i>のみます, たべます, 見(み)ました, いきません</i>. They use counter classifiers in response to questions such as <i>いくら ですか。 なんびき? なんこ?</i>. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.</p> <p>Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as <i>を, へ, は, and です</i>. They understand and apply the rules and phonetic changes related to counter classifiers, such as <i>さんぜんえん, いっこ, はっぴき</i>. 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 <i>パソコン, メール, パスタ</i>, 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, <i>じょうず ですね。 いいえ。 .</i></p>			
	Context	<p>What's in a name?</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>What's in my town?</p> <p>In this unit, students identify information related to giving directions around a town.</p> <p>Students will:</p> <ul style="list-style-type: none"> • 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 	<p>Momotaro: A Folk Tale</p> <p>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).</p> <p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>How do we play?</p> <p>In this unit, students explore the concept of play and its universality across cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss group play activities • plan and demonstrate group games • translate game rules • reflect on cultural values expressed through game play.
	Assessment	<p>Collection of work: <i>listening, speaking, reflecting</i></p> <p>Speaking – self introduction</p> <p>Written response – Short Response Test</p>	<p>Collection of work: listening, reading</p> <p>Written response – Short response test</p>	<p>Collection of work: writing</p> <p>Written response – Character Descriptions</p>	<p>Collection of work: speaking, reflecting</p> <p>Speaking – group kendama presentation</p> <p>Written response - reflections</p>

JAPANESE		Term 1	Term 2	Term 3	Term 4
YEAR SIX	Achievement Standard	<p>By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as <i>まい日</i>, <i>ときどき</i>. 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 <i>そして</i>, <i>それか</i>. They show concern for and interest in others by making enquiries such as <i>だいじょうぶ?</i>, 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, <i>犬(いぬ)</i>, <i>小さい</i>, <i>雨(あめ)</i>. 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, <i>やさしい 人</i> です. . They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, <i>へ</i>, <i>で</i>, <i>を</i>, <i>が</i> and prepositions, for example, <i>の上(うえ)</i>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, <i>のみます</i>, <i>たべます</i>, <i>見(み)ました</i>, <i>いきません</i>. They use counter classifiers in response to questions such as <i>いくら</i> です か。 <i>なんびき?</i> <i>なんこ?</i>. 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 <i>を</i>, <i>へ</i>, <i>は</i>, and <i>です</i>. They understand and apply the rules and phonetic changes related to counter classifiers, such as <i>さんぜんえん</i>, <i>いっこ</i>, <i>はっびき</i>. 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 <i>パソコン</i>, <i>メール</i>, <i>パスタ</i>, 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, <i>じょうず</i> です ね。 <i>いいえ</i>. .</p>			
	Context	<p>What is character?</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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. 	<p>Welcome to Our School</p> <p>In this unit, students explore the concept of spaces within their school environment and the target country.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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 	<p>What is school life?</p> <p>In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about school 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. 	<p>Going to a restaurant</p> <p>In this unit, students use language to explore dining culture at a Japanese restaurant and make comparisons with dining experiences in Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of restaurant language explore Japanese customer service practices participate in a restaurant role-play
	Assessment	<p>Collection of work: writing, reflecting Written response – Short Response Test</p>	<p>Collection of work: speaking, writing Written response – Short Response Test</p>	<p>Collection of work: reading, analysing Written response – Short Response Test</p>	<p>Collection of work: speaking, listening Written response – Short Response Test</p>

AUSTRALIAN CURRICULUM: TECHNOLOGIES - DESIGN & TECHNOLOGIES



P– 6 teaching and learning unit overview

DESIGN & TECHNOLOGIES		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	<p>Designing for Play</p> <p>In this unit, students will explore the design aspects of familiar environments (playgrounds).</p> <p>When exploring the design of playgrounds, students will:</p> <ul style="list-style-type: none"> 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. 	<p>Designing for Play</p> <p>In this unit, students will explore the design aspects of familiar products (toys).</p> <p>When exploring the design of toys, students will:</p> <ul style="list-style-type: none"> 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	<p>MS: Design a Cubby House</p> <p><i>Checklist - collection of work</i></p> <p>Students will plan and draw a front view and plan view of a cubby house.</p> <p>Monitoring strategies will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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. 	<p>MS: Design and Construct a Rattling Toy</p> <p><i>Checklist - collection of work</i></p> <p>Students will plan and construct a rattling toy, using everyday items.</p> <p>Monitoring strategies will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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 & TECHNOLOGIES		Semester 1 – It’s Showtime!	Semester 2	
YEAR ONE	Achievement Standard	<p>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.</p> <p>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.</p>		
	Context	<p>Materials and technologies specialisations</p> <p>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.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> 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. <p>Links with Science Term 1 INCURSION: Larrikin Puppets</p>		
	Assessment	<p>AT: It’s Showtime</p> <p><i>Project – folio</i></p> <p>Students design a character puppet with moving parts to use in a puppet show. Assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> 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 & TECHNOLOGIES		Semester 1	Semester 2 Term 3– Building Bridges	Semester 2 Terms 3 - 4 – Solar Oven
YEAR THREE	Achievement Standard	<p>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.</p> <p>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.</p>		
	Context		<p>Engineering Principles and Systems</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> 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. 	<p>Materials and technologies specialisations/ Food and Fibre Production and Food Specialisations</p> <p>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.</p> <p>They explore factors, including sustainability, that impact on designs that meet community needs.</p> <p>They will also explore how people in different times developed food and fibre technologies to meet human needs.</p> <p>Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> testing materials and exploring techniques for shaping and joining them 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 them with annotated drawings producing a solar oven by selecting relevant tools and resources and using them safely evaluating design ideas, processes and solutions collaborating as well as working individually throughout the process managing by sequencing production steps. <p>Link with Science</p>
	Assessment		<p>AT: Building Bridges <i>Test - short response and Project – practical</i></p> <p>Students build a model bridge that can withstand force. Assessment will gather evidence of the students' ability to:</p> <ul style="list-style-type: none"> 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. 	<p>AT: Create a Solar Oven using Repurposed Materials <i>Test - short response and Project - practical</i></p> <p>Students repurpose materials to create a solar oven. Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify how materials and components can be used to create designed 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 demonstrate safe work practices plan and sequence steps in design and production evaluate ideas and solutions against success criteria.

DESIGN & TECHNOLOGIES		Semester 1 –Harvesting good health	Semester 2
YEAR FIVE	Achievement Standard	<p>By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.</p>	
	Context	<p>Food specialisations and Food and fibre production</p> <p>In this unit, students will explore how competing factors and technologies influence the design of a sustainable service. This service provides a plant for the preparation of a healthy food product.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> Investigating: <ul style="list-style-type: none"> 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. <p>Link with Health Term 2</p>	
	Assessment	<p>AT: Harvesting Good Health</p> <p><i>Project - multimodal presentation</i></p> <p>Students will design a kitchen garden to supply the school tuckshop with food. Each presentation will include:</p> <ul style="list-style-type: none"> a labelled design a list of tools/equipment needed to work the garden identify 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 <p>Assessment will gather evidence of student’s ability to:</p> <ul style="list-style-type: none"> 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 and use appropriate techniques, and record a production plan, to produce a kitchen garden. Generate and communicate design ideas for the kitchen garden, including graphical representations. Suggest and use criteria for success, including sustainability, to evaluate a design. 	

DESIGN & TECHNOLOGIES		Semester 1	Semester 2 –Hands Off
YEAR SIX	Achievement Standard	<p>By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.</p>	
	Context		<p>Engineering principles and systems</p> <p>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.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> 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. <p>Link with Science Term 2</p>
	Assessment		<p>AT: Hands Off</p> <p><i>Project – written folio and Project – practical</i></p> <p>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.</p> <p>Assessment will gather evidence of student’s ability to:</p> <ul style="list-style-type: none"> 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.

AUSTRALIAN CURRICULUM : TECHNOLOGIES - DIGITAL TECHNOLOGIES



P– 6 teaching and learning unit overview

DIGITAL TECHNOLOGIES		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		<p>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.</p> <p>When exploring digital systems, students will:</p> <ul style="list-style-type: none"> 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 <p>Link with Health Term 3 – Emotions and Positive Interactions</p>
	Monitoring Strategies		<p>MS: Emotions E-book <i>Checklist – collection of work</i></p> <p>Students will create an informative e-book about emotions, using the camera and Book Creator apps.</p> <p>Monitoring strategies will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> 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.

DIGITAL TECHNOLOGIES		Semester 1	Semester 2: Computers – Handy helpers
YEAR TWO	Achievement Standard	<p>By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.</p> <p>Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments.</p>	
	Context		<p>In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>They will:</p> <ul style="list-style-type: none"> 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. <p>Link with Term 4 Maths</p>
	Assessment		<p>AT: Handy Helpers</p> <p><i>Test – short response multimodal</i></p> <p>Assessment of student learning will be gathered in an online sharing space from set tasks.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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.

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

DIGITAL TECHNOLOGIES		Semester 1	Semester 2 - A-maze-ing digital designs
YEAR FIVE	Achievement Standard	<p>By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types.</p> <p>Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.</p>	
	Context		<p>In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> 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. <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> 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		<p>AT: A-maze-ing Digital Designs</p> <p><i>Project – design folio</i></p> <p>Assessment of student learning will be gathered from an assessment portfolio which includes a collaborative digital solution.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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.

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.

[Link with 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

AUSTRALIAN CURRICULUM: THE ARTS P– 6 teaching and learning unit overview



THE ARTS		Term 1 – Visual Art & Drama	Term 2 - Dance & Media Arts	Term 3 - Visual Art & Drama	Term 4 – Media Arts		
PREP	Achievement Standard	<p>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.</p> <p>Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.</p>					
	Context	<p>Visual Arts and Drama: Expressing Ideas</p> <p>In this unit, students engage in integrated Visual Arts and Drama tasks across different learning areas.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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. <p>Students will also:</p> <ul style="list-style-type: none"> create role-plays and engage in dramatic play that recreates events in stories read. develop the dramatic elements of role and character. <p>Link with English, HASS and Health</p>	<p>Dance: Everybody Move</p> <p>In this unit, students explore and innovate on dance movements.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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. 	<p>Media Arts: Sharing Information</p> <p>In this unit, students engage in creating a multimodal informative poster.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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. <p>Link with English and Science</p>	<p>Visual Arts: Investigating Materials</p> <p>In this unit, students explore the use of materials in artworks.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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. <p>Link with Science</p>	<p>Drama: Expressing Emotion</p> <p>In this unit, students explore how emotions can be portrayed in dramatic art.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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. <p>Link with Health</p>	<p>Media Arts: Sharing Safety information</p> <p>In this unit, students investigate effective ways of sharing important information.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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 <p>Link with Health</p>
	Monitoring Strategies	<p>MS: Expressing Ideas</p> <p><i>Observed Demonstration</i></p> <p>Students create visual art works and dramatic art. They share their visual art work.</p>	<p>MS: Dance</p> <p><i>Observed Demonstration</i></p> <p>Students respond to, choreograph and perform dance.</p>	<p>MS: Informative poster</p> <p><i>Portfolio of Work</i></p> <p>Students create multimodal media artwork, in the form of an informative poster about an animal. They share their media art work with their peers.</p>	<p>MS: Using Materials/Expressing Emotions</p> <p><i>Observed Demonstration</i></p> <p>Students create visual art works and dramatic art. They respond to artworks.</p>	<p>MS: Multimodal Safety Poster</p> <p><i>Portfolio of Work</i></p> <p>Students create digital multimodal media artwork, in the form of a safety poster/message.</p>	

		Term 1 - Visual Art	Term 2 - Dance	Term 3	Term 4 - Drama
YEAR ONE	Achievement Standard	<p>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.</p> <p>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.</p> <p>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.</p>			
	Context	<p>Visual Arts: What are you thinking?</p> <p>In this unit, students explore how changes in facial features, style and form communicate emotion in portraiture.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the visual language of portraiture in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks. experiment with visual conventions (drawing, photography) and observation to create self-portraits to communicate emotion. display artworks and share ideas about emotive visual language choices they made in their artworks. describe and interpret emotion in self-portraiture. 	<p>Dance: Action Stories</p> <p>In this unit, students make and respond to dance by exploring action stories as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas about action stories to make dance sequences using the elements of dance (space, time, dynamics, relationships). use fundamental movement skills to develop technical skills when practising action story dance sequences. present dance sequences that communicate ideas about action stories to an audience. respond to dances, considering where and why people dance, starting with dances from Australia including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 		<p>Drama: Cultural Stories Alive</p> <p>In this unit, students make and respond to drama by exploring cultural stories.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations and ideas expressed in 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. <p>Link with English</p>
	Assessment	<p>AT: What are you Thinking?</p> <p><i>Practical and extended response - STW</i></p> <p>To explore the representation of emotions in portraiture through experimentation with a range of materials and processes.</p>	<p>AT: Action Stories</p> <p><i>Practical and Extended response - interview</i></p> <p>Students choreograph, perform and respond to dance by exploring the stimulus of action stories.</p>		<p>AT: Cultural Stories Alive</p> <p><i>Performance and Extended Response</i></p> <p>Students devise, perform and respond to drama focusing on situations and ideas expressed in a cultural story.</p>

THE ARTS		Term 1 - Visual Art	Term 2 - Dance	Term 3 - Media	Term 4
YEAR TWO	Achievement Standard	<p>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.</p> <p>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.</p> <p>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.</p>			
	Context	<p>Visual Arts: Up, Down and All Around</p> <p>In this unit, students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places. Students will:</p> <ul style="list-style-type: none"> explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks. experiment with visual conventions (printmaking, mixed media, collage, drawing) to create expressive observational artworks about places. display artworks and share ideas about emotive visual language choices they made in their artworks. describe and interpret artists' personal connection to place. 	<p>Dance: Dancing Seasons</p> <p>In this unit, students make and respond to dance by exploring connections with seasons in dance of their own and other cultures as stimulus. Students will:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas about seasons to make dance sequences using the elements of dance (space, time, dynamics, relationships). use fundamental movement skills to develop technical skills when practising dance sequences. present dance sequences that communicate ideas about seasons to an audience. respond to dances about seasons, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Media: Animal Habitats</p> <p>In this unit, students use digital manipulation to present alternate representations of habitats. Students will:</p> <ul style="list-style-type: none"> explore animal representations in the form of a digital collage combining representations of Australian habitats. 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 animals in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. <p>Link with English</p>	
	Assessment	<p>AT: Up, Down and All Around <i>Practical and Extended response – short response (STW)</i></p> <p>Students explore a sense of place through imaginative experimentation with a range of materials and processes.</p>	<p>AT: Dancing Seasons <i>Practical and Extended response – short response (PMI)</i></p> <p>Students perform, choreograph and respond to dance using seasons as stimulus.</p>	<p>AT: Animal Habitats <i>Practical and Extended Response – multimodal</i></p> <p>Students explore how animals are depicted in media artworks and create alternative representations of animals.</p>	

THE ARTS		Term 1 - Visual Arts	Term 2 - Drama	Term 3 - Dance	Term 4
YEAR THREE	Achievement Standard	<p>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.</p> <p>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.</p> <p>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.</p>			
	Context	<p>Visual Arts: Patterns in the Playground</p> <p>In this unit, students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore artworks from Aboriginal and Torres Strait Islander peoples and Asian artists which represent country through symbolic pattern and use this as inspiration to develop their own artworks experiment with visual conventions (digital capture, frottage, painting, collage) in research and development of a collaborative resolved artwork represent ideas through the display of artwork and reflect on meaning through participation in art conversations and written reflections compare artworks and use art terminology to communicate meaning 	<p>Drama: Dramatic Traditions</p> <p>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) and Australia's neighbouring countries as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore ideas and narrative structures of stories from Australia and neighbouring countries through roles and situations and use empathy in their own improvisations and devised drama use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place shape and perform dramatic action using narrative structures and tension in devised and scripted drama identify intended purposes and meaning of drama using the elements of drama to make comparisons. <p>Link with English Term 2 - Fox</p>	<p>Dance: Dance Messages</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate a message or a moral identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	
	Assessment	<p>AT: Patterns in the Playground</p> <p><i>Practical and Extended response – short response</i></p> <p>Students use exploration of artists' work as inspiration for an artwork based on patterns.</p>	<p>AT: Dramatic Traditions</p> <p><i>Performance and Extended Response</i></p> <p>Students devise, perform and respond to a drama based on storytelling.</p>	<p>AT: Dance Messages</p> <p><i>Performance and Extended response – short response</i></p> <p>Students choreograph, perform and respond to dance by exploring how dance is used to represent stories.</p>	

THE ARTS		Term 1	Term 2 - Drama	Term 3 - Dance	Term 4 - Media
YEAR FOUR	Achievement Standard	<p>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.</p> <p>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.</p> <p>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.</p>			
	Context		<p>Drama: Exploring Issues Through Drama</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue. • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama. • shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama. • identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, using the elements of drama to make comparisons. <p>Link with HASS</p>	<p>Dance: Wild Life Watch</p> <p>In this unit, students make and respond to dance by exploring ways of expressing ideas and stories about the environment through dance.</p> <p>Students will:</p> <ul style="list-style-type: none"> • improvise and structure movement ideas about the environment for dance sequences using the elements of dance and choreographic devices. • practise technical skills safely in fundamental movements. • perform dances using expressive skills to communicate ideas about the environment. • identify how the elements of dance and production elements express ideas including those on the environment in dance including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Media: Persuade to Purchase</p> <p>In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focussing on moving images.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place. • experiment with media technology and collaborative production processes (script, storyboard, film and edit, perhaps green screen if available) to create a television style media production. • present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting approaches. • describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples. <p>Link with English- Persuasive writing</p>
	Assessment		<p>AT: Exploring Issues <i>Performance and Extended Response</i></p> <p>Students devise, respond to and perform drama about an issue.</p>	<p>AT: Wild Life Watch <i>Performance and Extended response – short response (Venn diagram)</i></p> <p>Students respond to, choreograph and perform dance by representing ideas and stories about animals and the environment.</p>	<p>AT: Persuade to Purchase <i>Practical – iMovie and Extended Response</i></p> <p>Students create an advertisement using the iMovie app and respond to a television advertisement to reflect on its persuasive techniques.</p>

YEAR FIVE	Achievement Standard	<p>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.</p> <p>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, playbuilding and performances of devised and scripted drama for audiences.</p> <p>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.</p>			
	Context	<p>Visual Arts: The Animal Within</p> <p>In this unit, students focus on representation of animals as companion, metaphor, totem and predator.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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. 		<p>Dance: Symmetry and Dance</p> <p>In this unit, students make and respond to dance by exploring symmetry as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations. develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination. perform dance using expressive skills to communicate a choreographer's ideas on symmetry. explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts. 	<p>Drama: My Hero</p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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	<p>AT: The Animal Within</p> <p><i>Practical and Extended Response – written reflection</i></p> <p>Students explore artists' use of animal representations and relationship to environment as inspiration for a mixed media artwork.</p>		<p>AT: Symmetry and Dance</p> <p><i>Performance and extended response</i></p> <p>Students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme.</p>	<p>AT: My Hero</p> <p><i>Performance and Extended Response</i></p> <p>Students devise, perform and respond to drama based on the style of melodrama.</p>

THE ARTS		Terms 1-2 - Visual Art	Term 3 - Dance	Term 4 - Media
YEAR SIX	Achievement Standard	<p>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.</p> <p>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.</p> <p>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.</p>		
	Context	<p>Visual Arts: Say it with Art In this unit, students explore recontextualisation of objects and non-traditional art materials to communicate ideas. Students will:</p> <ul style="list-style-type: none"> explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal and Torres Strait Islander Peoples and Asian artists and consider this in the development of their own artworks. experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view. plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context. compare recontextualisation of ready-mades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern. 	<p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories. develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination. perform dance using expressive skills to communicate a choreographer's ideas about an adventure story. explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts. 	<p>Media: Music Video In this unit, students explore music video styling, concepts and production processes from ideation to creation.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore representations and characterisations of people in music video and how point of view is controlled by creators of music video through story principles and genre conventions. experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies. present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies. compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.
	Assessment	<p>AT: Say it With Art <i>Practical and Extended Response – written</i></p> <p>Students explore artworks that inspire the making of a mixed media sculpture that expresses a personal view about a social issue and communicates meaning through display.</p>	<p>AT: Adventures in Dance <i>Performance and extended response</i></p> <p>Students perform, choreograph and respond to dance using the theme of adventure as stimulus.</p>	<p>AT: Music Video <i>Practical – music video and Test – response to stimulus</i></p> <p>Students explore the purpose of music videos and work collaboratively to create a music video.</p>

AUSTRALIAN CURRICULUM: THE ARTS - MUSIC P– 6 teaching and learning unit overview



MUSIC

Unit 1 – Feel the Beat & Find the Pitch | Unit 2 – Feel the Rhythm & Sing, Sing, Sing

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 PITCH DYNAMICS/ EXPRESSION FORM/ STRUCTURE TIMBRE/ TEXTURE	Students develop understandings of: Beat Speaking voice v singing voice High/low (octave) Loud/ soft / fast / slow Same/different Untuned percussion	Students develop understandings of: Rhythm High/low (octave) Loud / soft / fast / slow Same/different Untuned Percussion	Students develop understandings of: Sounds per beat Beat v Rhythm High/low (5 th) Piano / forte / presto / largo Identifying simple structure through movement Tuned percussion	Students develop understandings of: Sounds per beat Beat v Rhythm High/ low (3 rd) Prepare so mi (body contour) Piano / forte / presto / largo /Lullaby v March Identifying simple structure through movement Introduction to ukulele timbres
	Strands & Content	EXPLORING & RESPONDING DEVELOPING PRACTICE SKILLS CREATING & MAKING PRESENTING & PERFORMING	<ul style="list-style-type: none"> Actions to Art music Participate in games / movement activities Sing s-m greeting to teacher Point to beat pictures while singing known song Differentiate between high and low notes (octave) Perform speech rhymes Perform beat on body 	<ul style="list-style-type: none"> Actions to Art music Participate in games / movement activities Sing s-m greeting to teacher (match pitch) Clap rhythm of known song Differentiate between high & low notes (octave) / fast & slow / loud & soft / beat & rhythm Create new verses for speech rhymes Perform beat on body and/or instrument (small groups) 	<ul style="list-style-type: none"> Actions to Art music Participate in games / movement activities Improvise answer to sung question Identify rhymes in speech rhymes/ songs Differentiate between beat & rhythm/ high & low 5th / presto & largo / piano & forte / pitch direction Identify beat or rhythm; melodic contour (3rd) on body Perform rhythm of song on clave 	<ul style="list-style-type: none"> Actions to Art music Participate in games / movement activities Sing so mi song or greeting with developing pitch accuracy Show melodic contour of known songs Communicate about music listened to, performed and composed Create graphic notation to represent music Create new verses for known songs Perform beat or rhythm as directed

REPERTOIRE									
Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song
High/low	Up High Down Low	Fast/slow	Cobbler Cobbler	M'ment/Improv	Highway Number One	So/Mi	See Saw	Aboriginal	Inanay Kapuana #
	I Can Sing High (5 th)		I Can Run Faster Than You		7 Jumps, Steps #, Shenanig		Kangaroo (3 lines)		Minyangbu (how many?)
	The 3 Bears		Tommy the Tortoise		Jack be Nimble		Bee Bee		Maranoa Lullaby# Tji Tji
	There's a Spider		Pancake		Mulberry Bush		Goodnight	Ukulele beat	Frere Jacque
Beat/ Rhy	Big Black Train (March)	Indiv singing	Bucket Today		Tommy was a soldier (March)		Starlight Star Bright (lullaby)		Row Your Boat
	Kangaroo		Kangaroo #		Bluebells cockleshells		Cuckoo where are you?		Horse on tummy
	Rain Rain		Cuckoo Where are You?		Chip Chop		Bye-lo Baby-o (lullaby)	Echo song	Come to the Pet Shop
	Bingo		Ice Cream Time		There's a spider	Games	Johnny Works		Mirror Mirror
	See Saw		Starlight Star Bright		Oats Peas Beans		Walk and Stop	Responding	Trepak & Aquarium
	Twinkle Twinkle	Loud/soft	Arabella Miller		Old Grey Cat		Farmer in the Dell		Nutcracker March
	Bee Bee		Closet Key	Speech Rhyme	1,2,3,4 Mary at the Kitchen..		One Potato,		Radetsky March
	Snail Snail		Wimoweh		Chip Chop		Doggie, Doggie		Children's Symphony
	123 Johnny (prep z)	Create verses	A Hunting We Will Go		Connie in the Tub		Icka Backa,		Seven Jumps – Shngns
Asc/ dec	Big Black Train		Green Green		Horse on tummy		This is the Face,		Books
	Kangaroo #		My Dog Rags, Brown Bear		Here's a cup		Old King Glory	Greeting	Hello Everybody, Hennessy
	Penguin Song		Mary at the Kitchen Door		Nursery rhymes		Tick Tock		Welcome here today
Speaking v	Jigamee Crany Crow	Books / respond	Puff the Magic Dragon		Feet Feet		Bluebells Cockleshells		Bee Bee
singing	Nursery Rhymes/ Tjitji		Tji tji lullaby; Wimoweh; Music in me		Two Old Tortoises		Rig a jig		How'd you do?

Achievement Standard	By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.			
	Context	<p>RHYTHM</p> <p>Students develop understandings of: Beat v rhythm Present Ta ti-ti Ta ti-ti / Prepare za</p> <p>PITCH</p> <p>Strong and weak beats (conduct in 2's) Pitch direction and contour Lines v spaces on staff</p> <p>DYNAMICS/ EXPRESSION</p> <p>Variations of forte and piano Spoken Canon Rhythmic Ostinato</p> <p>FORM/ STRUCTURE</p> <p>Untuned & tuned percussion instruments</p>	<p>Students develop understandings of: Present Za Prepare 2 metre</p> <p>Hand staff / lines and spaces / 5 line staff Present So mi (skip), prepare la</p> <p>Same & Different structures</p> <p>Rhythmic ostinato (spoken) / Melodic Canon</p>	<p>Students develop understandings of: Simple / compound repertoire Ta, ti-ti and za Beat & Rhythm simultaneously Prepare 2 metre (conduct) So mi la (skips and steps) Present La</p> <p>Variations of p & f / tempo</p> <p>Question & Answer 4-phrase forms</p> <p>Tuned percussion instruments</p>
Assessment	<p>MAKING (Aural skills, Performing Creating)</p> <ul style="list-style-type: none"> Perform beat, rhythm, ostinato on body, untuned percussion in small groups Match pitch and sing sml song with developing pitch accuracy Perform speech rhyme & rhythmic ostinato identify so and mi on the tone ladder. distinguish between line notes and space notes on the music staff clap, read and write ta and ti-ti perform speech rhymes. <p>RESPONDING</p> <ul style="list-style-type: none"> Why, when, how people make Music Identify /write ta ti-ti rhythms 	<ul style="list-style-type: none"> Sing so mi la songs with words with pitch accuracy Clap 4 beat patterns ta ti-ti and za Write/identify so-mi on 5 line staff Perform canon Create new verses Perform rhythm ostinato and canon <ul style="list-style-type: none"> identify & write ta ti-ti Move to Art music 	<ul style="list-style-type: none"> Call and response singing Improvise rhythmic answers Improvise sung melodic answers Strum and drum on beat Checklist pitch matching Sing & play la so mi songs on glock and with hand signs 	<ul style="list-style-type: none"> Movement to music Create new verses Clap 8 beat ta ti-ti za rhythm Read, write 4 beat rhythms ta, ti-ti za Write /compose s m l on the stave <ul style="list-style-type: none"> Carnival of the Animals

REPERTOIRE									
Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song
Ta ti-ti	See Saw	Rest (za)	Hot Cross Buns	La (prep)	Mr Sun, Snail	Indiv singing	Charlie over the Ocean	Improv/create	Charlie Over
	Rain Rain		Icka Backa		123, Bounce High		Kangaroo Skippy Roo		Hey Hey
	Bee Bee		Mr Sun		Lucy Locket		Doggie Doggie		1234 Mary at...
	Blue Bells		Pease Porridge Hot		We are Dancing		Cuckoo		I'm gonna Dance
	Goodnight		Bow Wow Wow	AABA form	Mr Sun		Tommy TiddleMouse		Hey Johnny
	Lucy Locket		Potions in the Pot		Hot Cross Buns	Echo	Down by the sea		A Hunting we will go
	Starlight Starbright		123		Naughty Pussy Cat		Echo where are you?		Washer Woman
	Kangaroo #		Naughty Pussy Cat	Game	Draw a Bucket	Ostinato	Potions in the Pot	Compound	I was Walking/Rig Jig
	Hey Hey	So mi	See Saw		Lucy Locket / Button		Six Cheese Sandwiches		Charlie Over
	Apple Tree		Rain Rain		Cup beats		Diddle Diddle Dumpling	Listening	Carnival: Aquarium
	Tommy Tucker		Bee Bee	Other Culture	Bate Choc/ Bala Pata	Largo/Presto	Sing & Do-Touch Shoulder		Royal March of Lions
	Ants like sugar		Goodnight Sleep Tight		Zoom	Inner Hear	Polly put the Kettle		Kang, Swan, Elephant
Speech rhyme	Potions in the Pot		Starlight Starbright		Sorida	f mf p mp	Donkeys and Carrots		Dance of Sugar Plum
	Cobbler		Hey Hey		Mumma Waranno #	5 line staff	5 story treehouse		Radetsky March,
	1234 Mary at ...		Cuckoo where are you		Nenne Reiko (Japan)				Gustav Mole
	Connie in the Tub		"Polka Im Krapfenwald!" (The Cuckoo Polka) - Johann Strauss II	Aborig/TI	Taba Naba#	Canon	6Cheese Sandwiches	Call & Response	Gonna Dance All day
Welcome		Mvmt	Frog shapes / Zudio		Minyangbu Counting Song#		Sweetly Sings the Donkey	Graphic Notation	Carnival of Animals finale
Welcome	Good morning (glad)	Books	Tjitji lullaby;		Tjitji lullaby				

Achievement Standard	By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.				
	Context	<p>RHYTHM</p> <p>Students develop understandings of: Prepare Tika-tika Present 2 metre, Present 4 metre</p> <p>PITCH</p> <p>La so mi - practice Prepare do</p> <p><i>Variations of Tempo</i></p> <p>DYNAMICS/EXPRESSION</p> <p><i>Variations of Tempo</i></p> <p>FORM/STRUCTURE</p> <p>Ostinato</p> <p>TIMBRE/TEXTURE</p> <p>Families of the orchestra (video)</p>	<p>Students develop understandings of: Time signs / barlines Practice 2 & 4 metre Present tika-tika</p> <p>Prepare do s-m skip, sl-step</p> <p>AABA, AABC, ABAC 2 part Canon</p> <p>Instruments of the orchestra</p>	<p>Students develop understandings of: Repeat sign Middle practice of tika tika</p> <p>Present do</p> <p><i>Tempo chart</i></p> <p>Question/ Answer/ Question/ Ending (ABAC)</p> <p>Instruments of the orchestra (Peter & the Wolf)</p>	<p>Students develop understandings of: Separate ti-ti Late practice tika-tika</p> <p>Up / down stems Practice do</p> <p>Repeat sign</p> <p>Melodic ostinato</p>
	Assessment	<p>MAKING (Aural skills, Performing Creating)</p> <ul style="list-style-type: none"> Sing la so mi songs with pitch accuracy Play la so mi songs on glockenspiel Perform known songs and rhymes in canon Perform known songs with rhythmic ostinato Perform ensemble of spoken canon Read, identify and write known rep in 2 metre <p>RESPONDING</p> <ul style="list-style-type: none"> Why, when, how people make Music 	<ul style="list-style-type: none"> Perform known songs in 2-part canon Create new verses in known repertoire Accompany known songs using pillar tones and bourdon on xylophone or boomwhackers Sing s-l-m stick notation flashcards Read, identify and write so mi la / identify tika-tika, 2 metre. / Compose 4-8 beat rhythm Why, when, how people make Music 	<ul style="list-style-type: none"> Activities for early practice of do, middle-late practice of tika-tika Sing smld songs using words, rhythm names, and solfa Sing and play s-m-l-d songs on glockenspiel Read s-l-m-d stick and staff notation using flashcards Word improvisation on known repertoire Read, identify and write la so mi do / tika-tika Identify where and why people make music in studied art music – Peter and the Wolf 	<ul style="list-style-type: none"> Read, write ta, ti-ti, tika-tika, za, smld on staff Create new verse of known songs, add rhythmic and melodic ostinato and perform Sing known repertoire while clapping backwards, abstract or in canon Late practice activities for tika-tika Reflect, evaluate performance and composition

REPertoire

Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song
Tika-tika	Tick Tock (clock)	Canon	Obwisana	Games	Cut the Cake	Mel canon	Lucy Locket	Action songs	Clap your hands
	Clocks		Funga Alafia		Draw a Bucket of Water		Dinah		Shake it/ Funky Monkey
	Dinah		Umbalayo #		Bounce High	Ostinato	Lucy Locket		Sing and do
	Mice Mice (rhyme)		Mice /Clocks /Tick Tock		Lucy Locket / Bluebird	Canon	Sweetly Sings Donkey	AABA	Mr Sun
	Chicken FP, Old Brass Wag				Icka Backa		Are you sleeping?		Bilby Song
	Mozart – Rondo alla Turka	ABAC	Dinah		Fishes in the Ocean	Actions	Sorida /Bala pata zoom		Hot Cross Buns
	Frog shapes		Icka backa / Tick Tock		Cup games/Pass sticks		Mice Mice	Improv/ create	Dinah (ans ending)
			Chicken Fence Post		Chicken in Fencepost		6 Cheese Sandwich		Washer Woman
do	Apple Tree	Za	Bow Wow Wow	Orff accomp	Shortnin’ Bread	sl	Mr Sun	Mvmt	Seven Jumps
	Lucy Locket		123		Umbalayo	Word improv	Bow wow wow	Listening	Peter and the Wolf
	We are Dancing		Pease Porridge	Other cultures	Obwisana		Juba		Alexander Armstrong
	123 Johnny caught a flea	Prep too	Here comes a bluebird		Funga Alafia	Books / responding	Zin Zin Violin; Violin & Cello, Music in Me	March / Waltz	Radetzky March / Waltz of Flowers
	Ickle Ockle	lsm	Icka backa		Nenne Reiko		Fiddle I fee		Bizet March of the Toreadors
smd	Fuzzy Wuzzy		Bounce High / Snail Snail	Partner Songs	Obwisana/Funga Alafia				Dance of Sugar Plum
	Pease Porridge Hot I see the Moon	Prepare 2 metre	Bounce High	Rhythm Canon	Tick Tock (clock)	Do	Surprise Symphony		YouTube: Families of Orchestra

Achievement Standard

By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.

Context

RHYTHM
PITCH
DYNAMICS/EXPRESSION
FORM/STRUCTURE
TIMBRE/TEXTURE

<p>Students develop understandings of: Prepare Too</p> <p>Practice do Prepare re</p> <p>Tempo & Dynamics chart</p> <p>Canon / ostinato/ Call & Response</p> <p>Parts of ukulele Open string chord (C6)</p>	<p>Students develop understandings of: Present too</p> <p>So & la (G & A) on ukulele Prepare re</p> <p>Cresc. Decresc. / Legato Staccato</p> <p>Canon / ostinato / 2 parts</p> <p>RH finger names Orchestral instruments / families</p>	<p>Students develop understandings of: Consolidate known rhythms, Present minim (open note with stem)</p> <p>Present re</p> <p>Legato / staccato</p> <p>Ostinato Four phrase forms</p>	<p>Students develop understandings of: Prepare 3 metre</p> <p>Aurally identify skip, step and jump C string on ukulele Practice re</p> <p>Rondo Ostinato accompaniment</p> <p>One finger chord – C chord</p>
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Assessment

MAKING

RESPONDING

<ul style="list-style-type: none"> Strum C6 (down) on beat while singing known songs Experience repertoire with minims Experience sm l d r repertoire Sing, read, notate sml d r songs Perform known repertoire with rhythmic ostinato on guiro Design new body for ukulele 	<ul style="list-style-type: none"> Pluck open strings so & la songs on ukulele (G A) Improvise on G and A (This is the...)* Sing, read and write songs using too Compose answer and Ending of ABAC song using stick notation Rhythmic, melodic aural discrimination and notation 	<ul style="list-style-type: none"> Pluck and sing 2 and 3 string song on uke Improvise / compose on s m l d 'Double Double' rhyme – stick notation to staff Different strumming patterns on ukulele Sing and pluck sm (GE) song on uke Sing songs/ plays games for early practice of re 	<ul style="list-style-type: none"> Create and perform new lyrics/verses in spoken rhyme Rondo. Create & Perform cup/untuned percussion rondo to Viennese Music Clock Rhythmic, melodic aural discrimination and notation, using too Sing known song using words, solfa and/or rhythm names (at T's direction) Improvise new verses (I see the Moon)
<ul style="list-style-type: none"> Describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts. 	<ul style="list-style-type: none"> Identify use of elements of music in musical story of 'In the Hall of the Mountain King' 	<ul style="list-style-type: none"> Music Aptitude test 	<ul style="list-style-type: none"> Responding: Identify sections in Rondo

REPERTOIRE

Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song
smd	Fuzzy Wuzzy/I see the Moon	Tika tika	Frere Jacques /	A string	This is the First String *	Too, timbre	Hall of the Mt King	Other cultures	Welcome Here Today
	Money and Key chorus		Tideo* / Old Brass Wagon	G string	This is the Fourth String *	dynamics tempo	(Line Rider)		Frog Song *
	Sorida (game)		Frog Song / Chicken on Fence	G A str	Mr Sun		Who's that knocking?	Speech Rhyme	Gimme the Beat
Ismd	1,2,3	GE song	Starlight Star Bright	AABA	Double Double This That	Rondo/percussion	Viennese Music Clock	Welcome	How'd you do?
	My Dog has Fleas		Goodnight Sleep tight	E string	This is the 2nd String *		Gimme the beat		Jump in Jump out
	Icka Backa	Am chord	Step Back Baby	A string	This is the 3rd String	Improvisation	This is the string	Improv words	I see the Moon book
	Apple Tree	C chord	Frere Jacques	Ostinato	Tideo / Ding Dong		Double This That		Witch's Stew
Tie/ too	Frere Jacques / Fais do do		Uk-a-le-le Oo alay lay	Call/Response	Funga Alafia*	Canon	Sea Shell/Fuzzy Wuzzy		
	In the Hall of the Mtn King		Kookaburra, ding dong		Obwisana		Frere Jacques	Games	Cut the Cake
	Go in and Out		Welcome Here Today*		I'm gonna dance all day		Frog song		Sailor Sailor -guess
Ti-tika	I've got a Car		Frog Song*	Canon	Oh How Lovely/ Are you sleeping?	Dance	Troika (Shenanigans)		Buy a Penny Ginger
	Witch's Stew		Mal Mal		Fuzzy Wuzzy / Hot cross buns	QAQE	Funge, Obwisana,		Come and Pass the sticks
	Sailor Sailor			Compound	Sailor Sailor (guessing game)		Ding Dong		Who's That?
d s	Sea Shell	Prep prac re	Sea Shell / Tideo / Noah's Ark	Prep prac re	Ida Red /Sailor Sailor	Steps / Skips	Frogga game		Tideo - cups
Books / responding	Flying Orchestra; I See the Moon / Accidentally Kelly St		Hot Cross Buns / Tideo		I've Got a Car	Clapping game	On the farmer's apple tree		Down by the Ocean
		Present re	Rain come wet me						

Achievement Standard	By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.			
	Context	<p>RHYTHM</p> <p>Practice 4 metre, prepare 3 metre Present four (semibreve)</p> <p>PITCH</p> <p>(Present Re – class of 2023 only) Practice re</p> <p>DYNAMICS/EXPRESSION</p> <p>Intro to letter names</p> <p>FORM/STRUCTURE</p> <p>Canon</p> <p>TIMBRE/TEXTURE</p> <p>One finger chords C, Am</p>	<p>Present 3 metre - dotted minim</p> <p>Practice re, prepare high do’</p> <p>Letter names on treble staff (lines & spaces)</p> <p>Use of elements of music to create mood</p> <p>Piano/forte</p> <p>Legato/staccato</p> <p>Woodwind, strings</p>	<p>Prepare ti-tika Practice 3 metre</p> <p>Consolidate letter names Present High do’ – octave</p> <p>Verse and chorus</p> <ul style="list-style-type: none"> Two finger chord – F
Assessment	<p>MAKING</p> <ul style="list-style-type: none"> Improvise on 2 open strings over 8 beats (2 bars) Sing & strum beat and rhythm of call and response song using C / Am Create rhythm poem (practice ‘four’) Derive, augment and diminish rhythms Perform known repertoire in canon Improvise body percussion on ‘four’ <p>RESPONDING</p>	<ul style="list-style-type: none"> Pluck piece using 4 strings and TTIM fingering Sing songs in triple metre Sing & strum known songs using C and Am Read, write, create using stick and staff notation. Dictation <p>Identify elements of music in ‘Morning Mood’ – 3 metre</p>	<ul style="list-style-type: none"> Sing & Strum songs using F and C chords using rhythm strums Sing, strum and conduct songs in triple metre Late practice of 3 metre & pentatonic-improvisation and composition- Fais Do Do Word improvisation and rhythmic improvisation based on known repertoire Sing tri-chords using the tone ladder <p>Dictation – rhythm and melody – stick notation – d’ sl mrd patterns</p>	<ul style="list-style-type: none"> Sing known rep. in words, solfa, rhythm names & letter names at T’s cue (clever assessment) drmsl Read, write, create using stick and staff notation. Dictation L’Arlessienne Suite – Bizet. Compare March, dance, lullaby. Discuss stylistic features (canon, dynamics, tempo, articulation)

REPertoire

Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song
Rhyth strum	Step Back Baby	F & C7 & C	John Kanaka	Call & Response	Obwisana*	Other cultures	Hello Everyone	ABAC	Funga Alafia
Four	Poor Old Howard		Abbie / Wake Snake		Step Back Baby	Improvisation	Wake Snake		Chicken Fence Post
	Rhythm Poem		Flat Bug Blues*#	Partner song	Obwisana/Funga Alaf		Poor Old Howard	High do	Funga Alafia / Porquoi
	Augment rhythms		Kookaburra	3 metre	Mumma Warrano #*	Listening	Imperial March		Tideo / Ding Dong / Hi lo Chickalo
			Once an Austrian		Mexican Woodpecker		Morning – Peer Gynt	Composing	Shimmy Bop
C chord	Tue Tue*	Games	Burglar		Once an Austrian	Clap games	Who stole chickens		Noah’s Ark
	Umbalayo*		Mal Mal# / Chicken Fence		Fais do do		I’ve been to Harlem	Ti-tika	I’ve got a car
	Obwisana		Who stole my chickens?		Rain – Peter Coombe		Bala Pata Zoom		Witch’s Stew
	Funge Alafia	Open string	Oo-a-lay-lay		My dog has fleas		Four White Horses		Ida Red
	Frog Song	plucking	Aunt Emm*		Found a peanut	Book / respond	Flying Orchestra	Express/Style	When you get a Good Thing
Canon	Mumma Warruno	(d m s l)	Starlight Starbright*		All things shall perish	Re	Mal Mal#	Low la Low so	Down by the Ocean (game)
	3 Great Kings (Farandole)	Listening ¾	Waltz of the Flowers (Marbles, magnets and Music)		Scarborough Fair / COFFEE		Rocky M / Come follow Follow Me		
Am chord	Mumma Warruno*		Waltz No.	Responding	L’Arlessienne Suite		Great Big House	Four	Poor Old Howard
	Step Back Baby			Tika-ti	Sailing on the Ocean		Mumma Warruno#	Book / respond	Accidentally Kelly Street

Achievement Standard

By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.
Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences

Context / Knowledge

RHYTHM	Present Ti-tika / tika-ti Conducting in 2, 3 & 4 metre	Prepare compound	Present Compound (Term 3 or 4)	Use of rhythm to create suspense Prepare syncopa (games)
PITCH	Octave Arpeggio d, m s d' (M3, m3, P4) (School Bell = prepare C E G C') Prepare l, s,	Pentatonic d,r m s l MC do Pentatonic CDE GA C' Present l, s, (Term 3) →	Practice l, s, Early Practice compound Practice trichords on tone ladder – M2 and m3	Melodic contours/ dissonance Pentatonic scale Use of pitch to create suspense
DYNAMICS/ EXPRESSION FORM/ STRUCTURE	Accents Phrase/ repetition	Ostinato (bp, tuned perc & vocal)	Ensemble – tuned/untuned percussion & ukulele	Expressive techniques Theme/motif
TIMBRE/ TEXTURE	Three finger chord – G7 Partner singing	C F G7 progression on uke		Orchestral timbres and techniques

Assessment

MAKING	<ul style="list-style-type: none"> Perform, read, write ti-tika/ tika-ti rep. Pluck C arpeggio asc & desc (school bell) & strum C ending Play on fretboard (high C and alternate G) Sing and play 2 chord sequences: Am C, Am G and C G7 Experience songs using l, s, 	<ul style="list-style-type: none"> Play pentatonic pieces on glock Prepare pentatonic scale on uke Strum C F G7 songs (and sing) Experience songs in compound metre Identify ex. doh Pentatonic on tone ladder, stick notation Guided improvisation (rhythmic and melodic) 	<ul style="list-style-type: none"> Practice activities for l, s, and ti-tika Notate extended pentatonic scale Ensemble (Rocky Mountain) Guided improvisation Experience rep. in compound metre Derive rhythm of songs in compound metre Tone ladder trichord drills with body percussion part work 	<ul style="list-style-type: none"> Create Spooky Soundscape in Garage Band by exploring various instrumental timbres and techniques. Responding: Reflect on composition Practice activities in compound metre Identify successful /unsuccessful elements in own and peer compositions. Identify use of Elements of Music in movie scores Dictation & writing – known melodic and rhythmic concepts
RESPONDING	<ul style="list-style-type: none"> Reflect, evaluate own performance Aurally identify and write ti-tika 	<ul style="list-style-type: none"> Discuss use of elements of music in art music repertoire (focus on ti-tika, tika-ti) 	<ul style="list-style-type: none"> Identify successful elements and areas needing improvement in own and peer performances. 	

REPERTOIRE

Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song
Ti-tika	Drunken Sailor	Am G	Drunken Sailor / O Sinnerman	Canon	Click Stamp Slap Click			Low l, s,	Bought me a Dog
	Fire in the Mountain	C G7	Mama Paquita		Obwisana	Clapping game	Step Clap Shuffle		Hi-Lo Chickalo
	Bought me a Dog		Buy me a Banana		Sea Shell		Sevens / I'm a Nut		My Paddle
	Lil Liza Jane / Debka Hora	Tika-ti	Stodola Pumpa		Let us Chase		Long legged llama		Down came a Lady
	Buy me a Banana		Dance of the Sugar Plum	C F G7	You are my Sunshine		Table Beats	L, s, game	Hill n' Gully
	Ida Red / Chicalileeo		Bach Minuet in D		Camptown Races		I've been to Harlem		Weav'ly Wheat
	Long legged llama	Compound	Bounce Ball / So Many Stars		Lava / I can see clearly		Four white horses		Sailing on the Ocean
	Let's put the Rooster		I's the B'y		On Top of Spaghetti	Low s,	Bounce Ball		Chicken on Fence
Pentatonic	Mumma Warrano #		Pass the Beat		Botany Bay			L, s, dance	Alabama Girl
	No Hiding Place		Pat Works on the Railway		Lion Sleeps tonight	Partner song	Drunken Sailor	Am C	Mumma Warruno
	Rocky Mountain		Here we go Santa Maloney	Games	Cup games		O Sinner Man		Morning Mood
	Camptown Races		Sing sing together		Board games	Percussion	Jambo Bwana	Orff	Jambo Bwana
	Morning Mood		Skin & Bones		Obwisana Tue Tue*	Responding	Peer Gynt suite	Games	Concentration
L,s, pedal tone	Rocky Mountain (d s,l,s,)		Oh How Lovely / Oh we are Two Sailors	Word Improvisation	I Like Pizza	Action Improvisation	Round, Round my Baby		Beat bingo
C arpeggio	School bell		Three Blind Mice					Books	Accidentally Kelly Street

Achievement Standard	By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.					
	Context	<p>RHYTHM</p> <p>PITCH</p> <p>DYNAMICS/EXPRESSION FORM/STRUCTURE</p> <p>TIMBRE/TEXTURE</p>	<p>Present syncopa (2023 only) Practice compound Practice l, s, Extended pentatonic s,l, drm sl d' Tritones with ostinato M3, m2, P4</p> <p>Fine / 1st & 2nd time bars Musical phrase Call & response</p>	<p>Present Anacrusis Prepare Tum-ti Practice syncopa</p> <p>Practice Extended pentatonic</p> <p>Call & Response Call – introduction – groove – signal – break</p> <p>Layering of parts</p>	<p>Present Tum-ti</p> <p>Intro P5, practice tritones</p> <p>Soh, lah and doh pentatonic and tritones</p> <p>Phrase / repetition and contrast Improvisation Call & Response</p> <p>Clapping games Ostinato /Bourdon Advanced ukulele strumming Chords I IV V (ukulele)</p>	<p>Consolidate known rhythms</p> <p>Rondo Call & Response</p> <p>Explore percussive sounds Body percussion Found percussion</p>
	Assessment	<p>MAKING</p> <ul style="list-style-type: none"> Sing & clap syncopa and extended pentatonic songs Play xylophone (bourdon) and ostinato accompaniments, pedal tone Improvise on pentatonic scale Consolidate 2,3, 4 metre; compound v. simple ; identify and write pentatonic scale Compose in compound metre. Perform Mexican Woodpecker with ostinato in small group <p>RESPONDING</p>	<ul style="list-style-type: none"> Improvise pentatonic phrases on xylophone Perform compound composition African drumming games and warm-ups Play djembe ensemble – ‘Kpanlogo’ Discuss texture, tone colours created in African drumming Label & sort instruments of Orchestra Analyse Irish Washer Woman 	<ul style="list-style-type: none"> Sing and play (Orff bourdon, pluck/strum on ukulele) Moreton Bay, South Australia # Games & activities to practice ti-tika and syncopa Waltzing Matilda comparison Describe elements of music in a folk song – folk ballad compared to sea shanty Moreton Bay, Bound 4 SA, Haul Away Joe# 	<ul style="list-style-type: none"> Perform graduation song Create and perform body percussion ensemble Discuss timbres used in Stomp Identify intended purposes and meanings in listening repertoire Watch body percussion excerpts, discuss timbres/textures 	

REPERTOIRE

Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song	Purpose	Song
Syncopa	Funge Alafia	L, s,	Bound for Sth Aust#	Anacrusis	Bound for Sth Aust#	Listening	Bound for St Aust#	Tum-ti	Bound for SA
	My Paddle		My paddle	Timbre	Stomp		Moreton Bay#		Al Citron
	Hill n Gully		Funge Alafia		Cup song		Botany Bay#		A Qua Qua
	Alabama Girl		Lil Liza Jane		Chair & Stick Music		Haul Away Joe#		Viva la Musica
	Lil' Liza Jane		Bobo ski Waten Taten	Clapping	Four White Horses				Birch Tree
(anacrusis)	No Hiding Place		Hi Lo Chick-a-lo		Senua De Dende	Found	Body percussion		Chairs to Mend
	Bound for Sth Aust#		Scotland's Burning		Bobo ski waten taten	Percussion	Cups		Rise up Oh Flame
	Senwa de dende		Weavly Wheat	Games	Concentration Elimination		Chairs / sticks		All things Shall Perish
	Bobo ski waten taten		Old Brass Wagon		Cup games	ostinato	Mexican Woodpecker	Anacrusis	Al Citron
	Weav'ly Wheat		Chatter with the Angels			Partner	Funge Alafia/Lil' Liza Jane		Bound for SA
Orff accomp	Moreton Bay#		I've been to Harlem		A Qua Qua	Orff ensemble	See book 1 & 2 Orff level		London's Burning / Oreo song
Book	Who Killed Cock Robin	Canon	Oh How Lovely	Rondo	Chair & Stick Music	African	Kpanlogo	Art Music	Carnival of Animals
Diatony	Laughing Singing	Diatony	Moreton Bay	Diatony	Let's Put the Rooster (P5)	Compound	Irish Washer Woman (anacrusis		Young person's Guide

Additional and supporting policies / documents

- *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 (Mathematics Program, Reading Program, Spelling Program, Writing Program, Grammar and Punctuation Program)*
-